

Catholic District School Board Writing Partnership

Health and Physical Education

Course Profile

Recreation and Fitness Leadership

Grade 12
College Preparation
PLF4C

• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

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Course Overview

Recreation and Fitness Leadership, PLF4C, Grade 12, College Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, Health and Physical Education, 2000.*

Prerequisite: Any Grade 11 or 12 Open course in Health and Physical Education

Course Description

This course focuses on the development of leadership and coordination skills related to recreational activities. Students acquire the knowledge and skills required to plan, organize, and implement recreational events. They also learn to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course prepares students for college programs in recreational, leisure, and fitness leadership.

How This Course Supports the Ontario Catholic School Graduate Expectations

This course represents the opportunity for students to contribute to the common good of our society. The units and activities within the course challenge students to exercise Christian leadership in the achievement of individual and group goals. The group initiative tasks enable students to practice the mentorship of Jesus Christ in terms of giving people the power, skills, and knowledge to care for themselves and for others. Proper administration of this course recognizes the importance of promoting the sacredness of life; it allows students the opportunity to become constructive collaborative contributors to the wellness of others. Students are asked to understand that one's purpose, or call in life, comes from God and that they must strive to discern this call throughout life's journey. Their roles as servant leaders will enrich this journey in a positive Christian way.

Course Notes

This course provides students with ample opportunities to develop leadership skills and meet expectations through leisure, recreation, and fitness activities. Activities can be offered in classroom, school community, or wider community settings depending on circumstance and need. The course can be tailored to meet the needs of individual students and schools. In each unit, the principles of spiritual leadership should be addressed by using the Catholic Graduate Expectations.

The first two units should be done in order at the beginning of the course to give students an opportunity to know and understand the concepts of a leader, leadership, leadership styles, teamwork, and group development. The role leadership plays in the wellness of others is emphasized in the Course Profile.

After exploring their own personality type and leadership style, students use this information about themselves to better interact with classmates as well as work on their self-management skills. These interpersonal and intrapersonal skills are vital components for each student when working in the applied activities of Unit 3, 4, and 5.

It is recommended that the teacher consider an activity that will help the class bond and get to know each other better early in the course, e.g., such as a ropes course, hiking trip, or visit to an outdoor education centre. This activity fits in Unit 2, where the expectations of "understanding the group development process" are addressed.

In Unit 3, students have an opportunity to be certified in First Aid. Teachers should have the appropriate certification (Instructor's Level), or an instructor can be booked through St. John's Ambulance or a similar agency.

The teacher must find a balance of classroom activity and practical hands-on experience. In Unit 4, the teacher is encouraged to provide students with opportunities to organize and run simple games, a variety of recreational and physical activities, and officiate a variety of sports. These activities could be dispersed throughout the course, giving the students opportunities to revisit the expectations several times.

Conducting surveys to identify the needs of a specific group is particularly useful to ensure the success of a planned event. This also helps students recognize that their perceptions do not always reflect reality.

When planning and running events within the school community, communication with staff and administration becomes very important, especially when events necessitate visiting other classrooms and using facilities within the school. Intramural activities are a good example of where a number of different groups can and will be affected. Teachers must ensure that school policies about intramural and extramural activities are followed.

The teacher should ensure that in Unit 5, “Leadership Role in Healthy Active Living,” students have a thorough understanding of assessing fitness and mentoring before they attempt to help fellow classmates and/or other students. In the Grade 9 PPL course, students must develop a fitness plan. This provides a wonderful opportunity for leadership students to apply their knowledge and understanding of fitness and nutrition to give feedback to these students’ plans. **Note:** Teachers should be sensitive to the personal nature of the experience, and support students in avoiding disclosure and discussion of sensitive issues in the classroom context.

It is strongly recommended that students keep a portfolio throughout the course. This log will serve as the students’ running record, complete with concrete examples of how their leadership skills are being developed and acquired. Log sheets should be kept for work done outside the classroom as well. It is important for students to understand that their role as leader should extend beyond the classroom. Students may not use this leadership credit toward the 40 hours community service graduation requirement. The portfolio could be presented at the end of the course in student conferences and used as part of their final summative evaluation.

Units: Titles and Times

Unit 1	Discovering Leadership and Leadership Styles	15 hours
Unit 2	Developing the Leadership Team	30 hours
Unit 3	Injury Prevention and First Aid	10 hours
* Unit 4	Planning and Event Management	27 hours
Unit 5	Leadership Roles in Healthy Active Living	28 hours

* Unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Discovering Leadership and Leadership Styles

Time: 15 hours

Unit Description

Students are introduced to the concept of leadership and how society has viewed its development throughout history. Students also become familiar with numerous and varied leadership styles. Central to this part of the unit is the learner’s role-playing in different leadership styles. These experiences help students discover their personal and preferred styles of leadership. As the unit progresses, students become familiar with their roles as “servant leaders.” Students grow to understand that “servant” leadership is given as a gift for the good of the community as a whole and not as a tool to enhance their individual status. As we are all called to be spiritual leaders through dialogue, study, and prayer, this unit reflects the vision of our faith. The culminating activity in cluster 3 gives students time to research and present their knowledge of a prominent Canadian leader within the fields of recreation, leisure, and sport.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	LE1.01, LE1.02 CGE2a, CGE2b	Knowledge/Understanding	Introduction to concept of leadership
2	LEV.01, LEV.02, LE1.03, LE1.05 CGE2b, CGE2c, CGE3d, CGE4b	Knowledge/Understanding Application Thinking/Inquiry Communication	Experiencing different leadership styles
3	LEV.01, LE1.02, LE1.03, LE1.06 CGE5b, CGE7e, CGE7f	Thinking/Inquiry Communication Application Knowledge/Understanding	Researching the history of Canadian leaders in recreation, leisure, and sport

Unit 2: Developing the Leadership Team

Time: 30 hours

Unit Description

Students focus on the acquisition and application of the knowledge related to group development. However, before becoming effective members of a team, students should first know themselves. Through introspection and various personality tests (True Colours, Myers-Briggs), students gain an awareness of themselves with the goal of eventually, become adept at self-management. Students are then able to contribute effectively within the group setting. They also acquire an understanding of group dynamics and the many factors that affect a group, both positively and negatively. The challenge presented to students within this unit is to apply the skills needed to work and get along with other people while contributing to the development of an equitable, inclusive, peace-filled community. Students are asked to communicate effectively and respond critically in light of gospel values. Students are also presented with relevant, meaningful experiences that connect all of their learning to life and faith. In turn, it is essential that students be afforded the opportunity to actively become functioning members of a group within the class. This would be an opportune time for a class excursion, e.g., a possible hiking trip, the completion of a ropes course, or a class visit to an outdoor education centre. As part of an inclusive team, students become skilled at demonstrating teamwork skills that lead to positive group results. It is also important that students, after becoming group members, ponder the various roles within their group and how those roles constructively contributed to the group's success. In a culminating activity, students are challenged to scrutinize the workings of a group newly introduced to them, e.g., the jury from the movie *Twelve Angry Men*, and to assess and analyse individual group members' roles and contributions as well as the factors relating to the success of the group as a whole.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	LEV.03, LE3.01, LE3.02 CGE2a, CGE2b	Knowledge/Understanding	Group development theories and personality typing
2	LEV.04, LE2.01, LE2.02, LE4.01 CGE4c, CGE4d, CGE4f, CGE5a, CGE7b	Application Communication	Team development and membership
3	LEV.03, LE3.03 CGE3c, CGE5b	Thinking/Inquiry Knowledge/Understanding Communication Application	Group roles and dynamics in activities

Cluster	Learning Expectations	Assessment Categories	Focus
4	PFV.01, PFV.03, PF1.04, PF3.04, PF3.05 CGE2e, CGE3b, CGE3c, CGE3e, CGE4a	Knowledge/Understanding Application Communication Thinking/Inquiry	Promoting healthy lifestyles in the community

Unit 3: Injury Prevention and First Aid

Time: 10 hours

Unit Description

Students acquire the knowledge and competence to handle a first-aid emergency situation. The specific knowledge and skills acquired enables students to recognize when first aid is needed, to give first aid at an emergency scene, and recognize when more qualified or medical help is required. Practical exercises are critical and essential to student learning in this unit. These exercises allow students to practise their first aid/CPR skills in a simulated emergency situation. Students learn about the programs for certification in CPR, first aid training, and aquatics and be encouraged to become certified. Safety messages and procedures related to students' schools, homes and workplaces are discussed with emphasis on student safety. Group development of an Emergency Action Plan is essential in this unit. The design of this unit challenges students to become responsible, life-long learners who take initiative and demonstrate Christian leadership. Students are asked to respond in ways that model Christ; actions that demonstrate nurturing, care and love. In successfully completing St. John's Standard Level of first aid as a culminating activity, students have demonstrated their ability to become caring, responsible citizens within the community.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	PF4.01 CGE2b, CGE4c, CGE7b, CGE7d	Knowledge/Understanding Communication Thinking/Inquiry Application	First aid certification
2	PFV.04, PF4.02 CGE7h, CGE7i, CGE7j	Knowledge/Understanding Communication Thinking/Inquiry	Safety and injury prevention in our environment

Unit 4: Planning and Event Management

Time: 27 hours

Unit Description

The Planning and Event Management Unit allows students to apply strategies previously learned in studying the various components of leadership. Planning and Event Management allows student leaders to use their God-given gifts and talents for individual and common good. This unit is an opportune time for students to express their inherent goodness, to value their dignity, to develop their gifts, and to act with justice and hope. In clusters 2 and 3, various activities act as vehicles to provide students opportunities to demonstrate their knowledge and skills in the strands of Leadership and Facilitation of Recreation and Leisure. Initially, activities should be small and short-term, e.g., planning and running a relay, and evolve into larger scale events, such as implementing a school-wide theme day. The five action areas, which are Budgeting, Facilities and Equipment, Scheduling, Publicity, and Recognition, are explored. Students become aware of how to manage a group within the gym setting and also become skilled at officiating. Planning an intramural for the school gives students experience in organizing a

tournament for a specific target group. Making the public aware of an event and encouraging involvement are topics that will be covered in the publicity action area. Through positive hard work and organized, effective planning, students use authentic judgement, i.e., the ability to use discernment when creating a work or product. This discernment aids in the understanding of surveys and statistical data gathered to determine the community's recreation and leisure activity needs. Successful achievement of these needs is affected by how well the group works together, building on knowledge and skills acquired in Unit 2. Students complete the culminating activity in groups of three to five, utilizing all of their planning and event-management skills learned within the unit to organize and execute a theme-day event, e.g., Winter Carnival, Rodeo Round-Up. The activities within this unit encourage students to be responsible, self-directed, life-long learners; learners that respond to, manage, and constructively influence change in a discerning manner.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	RLV.01, RL1.01, RL1.02, RL1.03 CGE2c, CGE2e, CGE3b, CGE3e	Communication Thinking/Inquiry Application Knowledge/Understanding	Defining a target group using surveys and statistics
2	LEV.01, RLV.02, RL2.01, RL2.02, RL2.03, RL2.04, LE1.01, RL3.03 CGE4c, CGE4f	Communication Thinking/Inquiry Application Knowledge/Understanding	Planning an event
3	LEV.02, LEV.04, RLV.02, LE2.01, LE3.04, LE4.02, LE4.03, LE4.04, RL2.03 CGE2a, CGE2c, CGE5a, CGE5b, CGE5e, CGE4c, CGE4f, CGE4h	Communication Thinking/Inquiry Application Knowledge/Understanding	Promoting and implementing an event

Unit 5: Leadership Role in Healthy Active Living

Time: 28 hours

Unit Description

Students recognize the direction, knowledge, and opportunity people require in order to live a healthy, active lifestyle. They have the opportunity to promote and establish fitness programs and appraise their results. The understanding and promotion of the vitality concept will be identified in terms of physical fitness as well as nutrition, overall well-being, and happiness. A good way of promoting these concepts is through effective mentoring. Students study the importance of mentoring and the role it plays in helping others enjoy a healthy lifestyle. They recognize their ability to influence others in a positive and constructive manner. In the Catholic education community, servant leaders believe in the importance of equity. Students understand that it is a fundamental truth that all people deserve respect, dignity, fair treatment, and inclusion. Students recognize the magnitude of inclusivity as well as the skills they require to address this issue. As servant leaders dedicated to the promotion of healthy active living, students become aware that the wellness of each individual is vital to the wellness of the community as a whole. They will also be called on to recognize that all aspects of an organization or community, such as their policies, programs, and practices, are interconnected and duly impact upon the well-being of all who hold membership within the group. The culminating activity for this unit helps students apply knowledge gained by mentoring a classmate.

Unit Overview Chart

Cluster	Learning Expectations	Assessment Categories	Focus
1	PFV.01, PF1.01, PF1.02, PF1.03 CGE2c	Knowledge/ Understanding Thinking/Inquiry	Assessing and developing fitness plans
2	PFV.01, PFV.02, PF1.02, PF2.01, PF2.02, PF2.03 CGE4b, CGE4g	Knowledge/ Understanding Thinking/Inquiry	Goal setting for a healthy lifestyle
3	PFV.01, PFV.03, LEV.04, RLV.01, RLV.02, RLV.03, PF1.01, PF1.02, PF2.02, PF3.01, PF3.02, PF3.03, RL1.03, RL2.01, RL2.03, RL2.04, LE4.04 CGE4h, CGE5f, CGE7j	Application	Promoting healthy lifestyles

Teaching/Learning Strategies

- Issue-Based Analysis
- Journal/Learning Log
- Brainstorming
- Buddy System
- Case Study
- Classifying
- Collaborative/Cooperative Learning
- Directed Reading-Thinking Activity (DRTA)
- Guest Speaker
- Guided Reading
- Independent Study
- Inquiry
- Interview
- Jigsaw
- Journal Writing
- Research
- Sketching to Learn
- Think/Pair/Share
- K-W-L (Know, Want to Know, Learned) chart
- Cope
- Goal Setting
- Question Matrix
- P-M-I (Plus, Minus, Interesting) chart
- Four Way Recording and Reporting
- Editorial Analysis
- Research
- Sketching to Learn
- Lecture
- Peer Teaching
- Problem Posing

Assessment & Evaluation of Student Achievement

Framework for Organizing Assessment Strategies

Method (a way of assessing or evaluating learning)	Sample Assessment Strategies (individual activity/technique used to assess or evaluate learning)	Sample Assessment Tools (something used to initiate or guide the assessment activity or to track/monitor the assessment data)
Observation		
Method used to monitor and assess intellectual, social, emotional, and spiritual growth and development not otherwise easily measured	<ul style="list-style-type: none"> • formal teacher observation • informal teacher observation 	<ul style="list-style-type: none"> • observation checklists

Personal Communication		
Method used to collect evidence of student learning through listening, questioning, responding, explaining; to assess communication and thinking skills; to monitor personal growth, development and attitudes toward learning	<ul style="list-style-type: none"> • student-teacher conferencing • parent-teacher conferencing • peer conferencing • oral presentation 	<ul style="list-style-type: none"> • rating scale • checklist
Paper-and-Pencil		
Method used to assess students' achievement of particular knowledge or skills in depth	<ul style="list-style-type: none"> • standardized tests • teacher-made tests (standards referenced) 	<ul style="list-style-type: none"> • marking scheme
Performance		
Method used to assess students' ability to apply, integrate and transfer their knowledge, skills and values; to evaluate student progress and achievement of learning expectations and standards; to determine expanded opportunities for individual students	<ul style="list-style-type: none"> • presentations, performances • exhibitions, demonstrations • role performances • formal written assignments, e.g., essays, reports, journals or portfolios • projects 	<ul style="list-style-type: none"> • rubrics • checklists • marking scheme • rating scale

Seventy per cent of the grade is based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade is based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

Accommodations

The teacher should consult individual student IEPs for specific direction on accommodation for individuals. Possible accommodations include:

- Reduce volume of material assigned.
- Extend timelines for tests and assignments.
- Allow for test writing in the library/resource centre.
- Extend testing over more than one testing period.
- Test rewrites.
- Pre-test/post-test review activities.
- Braille material.
- Hands-on, practical, life skills approach.
- Student-directed learning activities.
- Preferential seating in class.
- Time-out breaks in the library/resource centre.
- Ongoing monitoring on a one-to-one basis to ensure understanding of concepts presented in class.
- Continuous review of previously taught material.
- Oral, taping, visual responses offered according to students' strengths.
- Where appropriate, arrange for peer support.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos and websites. Teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. Teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work on the Internet is not allowed without the permission of the owner. The URLs for the websites were verified by the writers prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

CIRA – Canadian Intramural Recreation Association, *Secondary Student Leadership Development Guide*, 3rd ed. 1998.

Elementary Statistics by Janet T. Spence, et al, 4th.ed. 1983.

The Seven Habits of Highly Effective Teens. Stephen Covey, 1998.

Youth Leadership in Action: A Guide to Cooperative Games and Group Activities. 1995.

Canadian Intramural and Recreation Association, *Not Just Another Games Book*. 1994.

OSS Considerations

When planning units of study, teachers may reference the Ministry of Education document *Program Planning and Assessment, 2000* with respect to Career Education, Cooperative Education, Health and Safety, ESL/ELD, Technology in the Curriculum, and Education for Exceptional Students.

Coded Expectations, Recreation and Fitness Leadership, Grade 12, College Preparation, PLF4C

Leadership

Overall Expectations

LEV.01 · analyse a variety of leadership styles;

LEV.02 · use their leadership skills in a variety of healthy active living contexts;

LEV.03 · demonstrate an understanding of the group development process;

LEV.04 · demonstrate teamwork skills that achieve positive results.

Specific Expectations

Leadership Style

LE1.01 – define the concept of leadership;

LE1.02 – explain the development of the concept of leadership from a historical and societal perspective;

LE1.03 – evaluate the effectiveness of various leadership styles;

LE1.04 – apply the leadership style required for a particular situation;

LE1.05 – analyse their own preferred styles of leadership;

LE1.06 – identify Canadian leaders in physical activities and describe their leadership qualities.

Leadership Skills

LE2.01 – apply communication skills and strategies that help develop positive relationships (e.g., the ability to express ideas and to listen and respond to others);

LE2.02 – demonstrate an understanding of strategies that facilitate the decision-making process, taking into consideration self, others, and available resources;

LE2.03 – demonstrate an ability to use strategies to minimize and resolve conflict;

LE2.04 – demonstrate an ability to use time-management skills.

Group Development

LE3.01 – describe the factors (e.g., size, norms, cohesiveness) that affect group development;

LE3.02 – explain the theories relating to stages of group development;

LE3.03 – analyse how the roles played by various members of a group (e.g., summarizer, task initiator, encourager) contribute to group effectiveness.

Teamwork Skills

LE4.01 – demonstrate an ability to facilitate behaviour within a group that is respectful of each individual's thoughts and opinions;

LE4.02 – demonstrate an ability to take responsibility for carrying out tasks assigned by the group;

LE4.03 – demonstrate an understanding of strategies that facilitate group effectiveness (e.g., ensuring that tasks are completed, that members of the group are satisfied with the group process, and that the group's product is of high quality);

LE4.04 – demonstrate leadership skills through their participation in a variety of leadership activities (e.g., in-class tournaments).

Facilitation of Recreation and Leisure

Overall Expectations

- RLV.01** · demonstrate an understanding of the importance of doing a needs assessment before organizing a health and physical education event;
- RLV.02** · demonstrate an ability to coordinate a detailed plan for a health and physical education event;
- RLV.03** · demonstrate an ability to promote the benefits of lifelong participation in recreational and leisure activities.

Specific Expectations

Needs Assessment

- RL1.01** – apply appropriate research skills in conducting a survey to identify the needs of a target group for a health and physical education event;
- RL1.02** – demonstrate an ability to synthesize information from the survey and incorporate conclusions into a plan for the event;
- RL1.03** – identify the community partnerships available to support the findings and participate in the plan.

Plan Coordination

- RL2.01** – design a plan for a health and physical education event that reflects the needs and abilities of the participants (e.g., a specific age group, culturally diverse populations, individuals with special needs);
- RL2.02** – design an action plan (i.e., a plan that specifies what, when, how, who, how much) to implement the event;
- RL2.03** – effectively communicate information about the event to the target group (e.g., through an oral or electronic presentation);
- RL2.04** – evaluate the event based on pre-established criteria and make recommendations for improvement.

Promotion of Participation

- RL3.01** – explain the personal, social, economic, and environmental benefits of recreation and leisure;
- RL3.02** – describe motivational factors and potential barriers that affect lifelong participation in recreational and leisure activities;
- RL3.03** – identify various promotional strategies used to market recreation as an essential service;
- RL3.04** – apply strategies that are sensitive to community and to cultural and ethnic diversity to promote the benefits of recreation and leisure;
- RL3.05** – identify various career opportunities within the field of recreation and leisure.

Physical Fitness and Well-Being

Overall Expectations

- PFV.01** · demonstrate an ability to help others develop and implement personal health-related fitness plans;
- PFV.02** · demonstrate mentorship skills;
- PFV.03** · demonstrate an ability to help others understand how physical activity, nutrition, and positive self-image contribute to well-being;
- PFV.04** · apply safety procedures for injury prevention.

Specific Expectations

Health-related Fitness

- PF1.01** – use appropriate appraisal tools to assess others' physical fitness;

PF1.02 – analyse the results of physical fitness appraisals (e.g., by using software for data interpretation);

PF1.03 – identify community organizations that carry out physical fitness appraisals;

PF1.04 – describe career opportunities in the field of physical fitness.

Mentoring

PF2.01 – explain the attributes of an effective mentor;

PF2.02 – demonstrate an ability to support others in setting short- and long-term goals to maintain or improve their physical fitness;

PF2.03 – demonstrate an ability to support others in setting and following personal fitness plans.

Nutrition and Well-Being

PF3.01 – use appropriate appraisal tools (e.g., a software program, Canada Food Guide) to assess the eating habits and patterns of others;

PF3.02 – demonstrate an ability to support others in making appropriate revisions to their plans for programs that promote healthy eating and physical activity;

PF3.03 – demonstrate an ability to support others in shifting from an emphasis on weight control to an emphasis on a healthy lifestyle;

PF3.04 – identify community resources and support services for healthy eating;

PF3.05 – describe career opportunities in the field of nutrition and well-being.

Injury Prevention and First Aid

PF4.01 – demonstrate competence in specific skills (e.g., those acquired through CPR and first-aid training or aquatics certification) that can help others in emergency situations;

PF4.02 – describe safety regulations and procedures (e.g., procedures related to fire and injury) and protective devices (e.g., padding at the end of basketball courts, mouth guards) designed to ensure their own safety and that of others.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d**-develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.” (Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;

CGE4e -sets appropriate goals and priorities in school, work and personal life;
CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;
CGE4g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
CGE4h -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

CGE5a -works effectively as an interdependent team member;
CGE5b -thinks critically about the meaning and purpose of work;
CGE5c -develops one's God-given potential and makes a meaningful contribution to society;
CGE5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
CGE5e -respects the rights, responsibilities and contributions of self and others;
CGE5f -exercises Christian leadership in the achievement of individual and group goals;
CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a -relates to family members in a loving, compassionate and respectful manner;
CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
CGE6c -values and honours the important role of the family in society;
CGE6d -values and nurtures opportunities for family prayer;
CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a -acts morally and legally as a person formed in Catholic traditions;
CGE7b -accepts accountability for one's own actions;
CGE7c -seeks and grants forgiveness;
CGE7d -promotes the sacredness of life;
CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;
CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
CGE7h -exercises the rights and responsibilities of Canadian citizenship;
CGE7i -respects the environment and uses resources wisely;
CGE7j -contributes to the common good.

Unit 4: Planning and Event Management

Time: 27 hours

Unit Description

The Planning and Event Management Unit allows students to apply strategies previously learned in studying the various components of leadership. This unit provides opportunities for student leaders to use their God-given gifts and talents for individual and common good. It is an opportune time for students to express their inherent goodness, to value their dignity, to develop their gifts, and to act with justice and hope. In clusters 2 and 3, various activities act as vehicles to provide students with opportunities to demonstrate their knowledge and skills in the strands of Leadership and Facilitation of Recreation and Leisure. Initially activities should be as small and short-term, e.g., planning and running a relay, and evolve into larger scale events, such as implementing a school-wide theme day. The five action areas, which are Budgeting, Facilities and Equipment, Scheduling, Publicity and Recognition, are explored. Students become aware of how to manage a group within the gym setting and also become skilled at officiating. Planning an intramural for the school gives students experience in organizing a tournament for a specific target group. Making the public aware of an event and encouraging involvement are topics that will be covered in the publicity action area. Through positive hard work and organized, effective planning, students use authentic judgement, i.e., the ability to use discernment when creating a work or product. This discernment aids in the understanding of surveys and statistical data gathered to determine the community's recreation and leisure activity needs. Successful achievement of which these needs is affected by how well the group works together, and thereby builds on knowledge and skills acquired in Unit 2. Students complete the culminating activity in groups of 3-5, utilizing all of their planning and event-management skills learned within the unit to organize and execute a theme-day event, e.g., Winter Carnival, Rodeo Round-Up. The activities within this unit encourage students to be responsible, self-directed, life-long learners; learners that respond to, manage and constructively influence change in a discerning manner.

Unit Synopsis Chart

Activity	Learning Expectations	Assessment Categories	Tasks
1. A Survey and its Statistical Analysis 4 hours	RLV.01, RL1.01, RL1.02, RL1.03 CGE2c, CGE2e, CGE3b CGE3e	Communication Thinking/Inquiry Application Knowledge/ Understanding	Know statistics terminology Conduct a survey Analyse and compile results
2. Planning Events 6 hours	LEV.01, RLV.02, RL2.01, RL2.02, RL2.03, RL2.04, LE1.01, RL3.03 CGE4c, CGE4f	Communication Thinking/Inquiry Application Knowledge/ Understanding	Present action areas of event planning Visit local business organization Plan an intramural event
3. Planning and Implementing Games and Sports 17 hours	LEV.02, LEV.04, RLV.02, LE2.01, LE3.04, LE4.02, LE4.03, LE4.04, RL2.03 CGE2a, CGE2c, CGE4c, CGE4f, CGE4h, CGE5a, CGE5b, CGE5e	Communication Thinking/Inquiry Application Knowledge/ Understanding	Plan relay Plan a low organized game Teach a physical skill Organize a tournament Plan and implement a theme day

Activity 1: A Survey and its Statistical Analysis

Time: 4 hours

Description

Students conduct a survey to identify and assess the needs of the student body with regards to a health and physical education event, e.g., an intramural. **Note:** Students must be instructed to accept “no comment” as a valid answer to any questions, and to respect that people may choose not to respond at all. In order to successfully analyse, synthesize, and incorporate conclusions from the raw survey data, students need to review certain statistical concepts, e.g., measures of central tendency, sample bias. Students are also introduced to and acquire a working knowledge of new statistical ideas. The idea of populations versus samples is explored, as is the concept of confidence and certainty of results. In a culminating activity, students apply their research skills, analyse their survey data, and present their results in the form of a graph.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2c - presents information and ideas clearly and honestly and with sensitivity to others;

CGE2e - uses and integrate the Catholic faith tradition in the critical analysis of the arts, media, and technology and information systems to enhance the quality of life;

CGE3b - creates, adapts, and evaluates new ideas in light of the common good;

CGE3e - adopts a holistic approach to life by integrating learning from various subject areas and experience.

Strand(s): Facilitation of Recreation and Leisure

Overall Expectations

RLV.01 - demonstrate an understanding of the importance of doing a needs assessment before organizing a health and physical education event.

Specific Expectations

RL1.01 - apply appropriate research skills in conducting a survey to identify the needs of a target group for a health and physical education event;

RL1.02 - demonstrate an ability to synthesize information from the survey and incorporate conclusions into a plan for the event;

RL1.03 - identify the community partnerships available to support the findings and participate in the plan.

Planning Notes

- Communicate with the math department. It is vital to know which statistical concepts the math department is covering. Measures of central tendency (mean, median, mode) as well as the concept of sample bias are part of the Grade 9 mathematics curriculum.
- Seek administrative permission to conduct a school-wide survey during class time.
- Two weeks prior to starting this unit, have your students read “How to Conduct a Survey,” by Kevin Boone. This article can be found at www.kevinboone.com/howto_survey.html

Prior Knowledge & Skills

- Note-taking skills
- Communication skills
- Active listening skills
- Grade appropriate mathematical abilities
- Critical-thinking skills
- Group-work skills

Teaching/Learning Strategies

Day 1

1. Begin the class by conducting an informal survey. The teacher may ask students the following question:
Which people do you think are the best in the world in the sport of hockey?
The teacher could orally present the following options:
The mighty Canadians/The Americans/The Russians/The Swedish
The following question will provide a good starting point for the teacher to initiate discussion about the use of surveys.
Guiding questions may include:
 1. What do these results indicate?
 2. How accurate do you feel our results are?
 3. Is bias common when conducting a survey? State several examples that may be present in various surveys.
 4. What is the purpose of a survey?
 5. Is it better to get quantitative or qualitative results from a survey?

The discussion should lead to the fact that there was bias in the informal survey conducted at the beginning of the class. Students should recognize that there is bias in the wording as only the Canadians were called “mighty,” and that the respondents of the survey were all Canadian students. This will lead into a discussion of samples.
2. Create a hypothetical scenario. See Appendix 1A – Sample Scenario for Classroom Discussion – for a sample scenario. In the class discussion of this situation, challenge students’ answers about their survey methodologies. Possible questions to ask:
 - Is it possible to survey all the citizens of the city?
 - What is an adequate sample?
 - Is the wording important on your survey? Why or why not?
 - How are you going to interpret your raw data?
 - How will you present this data?

The desired outcome for this discussion is to show students that there is more to conducting a quality survey than one might think. Careful planning, astute and unbiased application, as well as a detailed analysis of results are all required to design and execute a credible survey.
If the teacher has collected sample surveys, e.g., those sent to the purchaser of a new car, or those found in a magazine, the teacher should distribute them to the class. In groups of three, students should analyse the surveys in terms of their purpose, their desired sample, and any bias in wording or otherwise that may be present.
3. The teacher introduces key statistical terminology related to research skills/survey design. This could be in the form of an overhead or board note. Words to understand include population, sample, parameter, statistic, certainty, and confidence. See Appendix 1B – Understanding Statistical Terminology for definitions/explanations of these key terms.
4. For homework, have students design a survey questionnaire sheet that they think would be an effective tool to survey the rest of the student body with. The survey will ask students to identify a set of preferred intramural activity offerings.

Day 2

1. Issue a formative quiz on the previous day’s lesson (see Appendix 1C – Sample Questions for a Quiz on Statistics Terminology). This paper-and-pencil quiz will provide students, and the teacher, with feedback regarding knowledge and understanding of statistical terminology.

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2. Introduce the concept of bias by posing the following questions to your class:
- If you flip a coin 19 times and the result is 19 straight tails, what are the chances that the next flip will also be a tails?
(Answer: It is a 50/50 chance – each flip, regardless of previous outcomes, is 50/50)
 - If someone runs a 100m dash one day, and the next day before running takes a mystery drug (one of which we do not know the effects of), and runs the 100 m dash in a slower time, what can we conclude about the mystery drug?
(Answer: Nothing. The drug may have no effect at all. If a person runs the same distance race the next day, he/she had a 50/50 chance of running slower, i.e., the person has a 50% chance of running faster and a 50% chance of running slower)
 - A researcher wants to find the average shoe size of all senior girl high school basketball players. She has a friend on the team at her school. She asks her friend what shoe size she wears and her friend says “a size 8.” The researcher concludes that size 8 is an average shoe size of senior girl high school basketball players. Is this a valid conclusion?
(Answer: *Of course not! A single observation, or limited observations, when interested in a value that varies, is not valid research. The students may argue that it is impossible to find out the shoe size of all the senior girl basketball players in the country. This is good and will allow the teacher to reinforce the concepts of samples vs. populations*)
3. Have students group into threes. Within their groups, students assist each other in identifying bias and share solutions on how to limit it. To complete this portion of the class, see Nelson Mathematics 9, page 43 - “Recognizing and Reducing Bias.” Students discuss solutions to the assignment as a group. One member of each group could present their findings to the rest of the class. Pages 44 - 47 also have assignments that the teacher might consider assigning.
4. The last activity of this class is to evaluate the survey questionnaires that students completed for homework the previous day. The teacher encourages students to share their homework results. The teacher points out various types of surveys that may arise in the class. Possible survey types include:
- yes/no responses
 - rating scales
 - multiple-choice answers
 - short-answer responses
 - check-mark responses

The teacher stresses that no particular type of survey is better or more valid than any other. The type of survey questionnaire will depend upon the information sought. See Appendix 1D – Types of Survey Questionnaires for an example survey.

5. In a teacher-led work session, students design a survey questionnaire to determine which activity or sport will stimulate the highest participation rate within the student body. The activity will be in the form of an intramural. While creating this survey and deciding which type of questionnaire to utilize, the teacher directs the students towards the following concerns:
- Time-frame
 - Ability of students to decipher questions
 - Cost (if any)
 - How limited are the responses (simple yes/no or rating scale)?

By the end of the class, a survey questionnaire is created and administered school wide the following day. The teacher may have to photocopy these to have ready for the following class. A rating scale is suggested for the final survey questionnaire as it will allow students more opportunities to analyse the data mathematically (See Appendix 1E – Sample Survey for an example).

Day 3

1. In groups of two, students are assigned a section of the school (or certain classrooms) to which they administer their survey questionnaires. Prior to this, students are reminded about being courteous while interrupting classes in session.
2. If finished early, students can start to tally their results.

Day 4

1. To determine the survey results, students need to assess the most logical method of analysis. At this point, the teacher should review Measures of Central Tendency. The Measures of Central Tendency are:

The Mode: the most frequently occurring number, or response.

- Advantage: it represents the largest number of people.
- Disadvantage: it may not be representative of the entire population, e.g., you may have twenty scores of 1, and nineteen scores of 10 – the mode is one but not indicative of the population.

The Median: the number, or score, that represents a middle point, with 50% of the scores being lower than the median and 50% of the scores being higher than the median.

- Advantage: it is unaffected by extreme scores, e.g., if using a scale of 1 to 1000.
- Disadvantage: mathematically, it is not as easy to use in equations.

The Mean: the “average;” the sum of the survey scores divided by the number of responses.

- Advantage: most commonly used. Is usually, if there are no extreme scores, the best representation of the samples responses.
- Disadvantage: affected by extreme scores, e.g., if 10 players shoot as many consecutive free throws as they can and their scores are: 1, 1, 5, 7, 7, 8, 8, 15, 17, 224, the mean would be 29.3. This value is not representative of the majority of the scores as the individual who hit 224 consecutive shots (an extreme score), has influenced the results.

Students are to recognize that different mathematical measures are best for different situations.

2. As a class, decide which measure of central tendency would produce the most accurate representation of your school-wide survey. As a summative evaluation, students prepare a written presentation of their results. The final summative report should include:
 - a title page;
 - the survey objectives;
 - the population defined;
 - the sample selected (what percentage of the population was surveyed);
 - confidence of results (based on sample size and randomness);
 - any bias that may have existed;
 - mathematical calculations of mean, median, and/or mode;
 - graphical representation of data results;
 - a conclusion/results.

Assessment & Evaluation of Student Achievement

- Formative assessment of statistical terminology in Day 2 – see Appendix 1C – Sample Questions for a Quiz on Statistics Terminology
- Formative or summative assessment of students’ effectiveness in group work – see Appendix 1F – Rating Scale or Checklist
- Summative assessment of students’ final report synthesizing survey data, incorporating appropriate conclusions, and presenting the information in an effective manner

Accommodations

- Teachers should ensure that students with IEP recommendations related to mathematics have those accommodation made.
- Students with difficulty communicating verbally should be paired with a student with strong language skills when visiting classrooms to administer survey questionnaires.
- Photocopy notes for students who need extra help with note taking.
- Gifted students should be encouraged to analyse their data beyond the scope of the class, e.g., calculate standard deviations.

Resources

Howell, David C., *Fundamental Statistics for the Behavioral Sciences*, 3rd ed. Belmont California: Wadsworth Publishing Company, 1995. (pp. 6-7, 20-21, 50-54).

The K-Zone, “How to Conduct a Survey” – www.kevinboone.com/howto_survey.html.

Zimmer, David, et al., *Nelson Mathematics 9*. Nelson, Scarborough, Ontario: Thomson Learning, 2000. (pp. 43-47).

Activity 2: Planning and Event Management

Time: 6 hours

Description

Students learn the skills and knowledge necessary to manage a successful event. Students participate in activities that utilize event management principles and demonstrate Christian leadership.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE4c - takes initiative and demonstrates Christian leadership;

CGE4f - applies effective communication, decision-making, problem solving, time and resource management skills.

Strand(s): Leadership, Facilitation of Recreation and Leisure

Overall Expectations

LEV.01 - analyse a variety of leadership styles;

RLV.02 - demonstrate an ability to coordinate a detailed plan for a health and physical education event.

Specific Expectations

LE1.01 - define the concept of leadership;

RL2.01 - design a plan for a health and physical education event that reflects the needs and abilities of the participants;

RL2.02 - design an action plan to implement the event;

RL2.03 - effectively communicate information about the event to the target group;

RL2.04 - evaluate the event based pre-established criteria and make recommendations for improvement.

RL3.03 – identify various promotional strategies used to market recreation as an essential service

Planning Notes

- Review basic concepts related to leadership styles and communication skills.
- Remind students of the importance of initiating a good interview, e.g., clarification of questions, being a good listener.
- Book a guest speaker well in advance.

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- Review group dynamic and components that make up an effective, productive group.
 - Communicate with principal/school administrator and classroom teachers including physical and health education teachers with regard to availability of best class times to run a tournament.
 - Prepare necessary group-presentation rubric and event-management scenario.

Prior Knowledge & Skills

Students require some prior knowledge and understanding in the following areas to be successful in this unit:

- Understanding leadership concepts and what defines a leader
- Recognition and appreciation of leadership styles
- Understanding their own leadership styles and abilities
- Understanding of group development and factors affecting group dynamics
- Understanding of what makes an effective communicator within a group setting
- Understanding problem solving and conflict resolution

Teaching/Learning Strategies

Day 1

1. The teacher creates a situational task that four groups are to complete. Two groups are given an Action Areas of Event Planning Chart (see Appendix 2A – Action Areas of Event Planning Chart) and the other two groups are given nothing. Each group is asked to begin the planning stages of an event. Allow 20-25 minutes to organize and plan the event. Some examples of an event are a bake sale, garage sale, wellness fair, charity fund raiser, winter carnival, play day, church event, or sporting event.
2. At the end of the allotted time, have students formally present how they organized the tasks, what tasks needed to be accomplished, who was responsible for what, and how they went about this. Students assess the things that went well and those that didn't, as well as their organizational and interpersonal skills.
Note: What you will most likely discover is that the groups completing the planning with the Action Areas of Event Planning Chart (see Appendix 2A – Action Areas of Event Planning Chart) experienced more success. The outline paints a clear picture of how event planning should be approached and how effective it can be.
3. Using an overhead, allow the class the opportunity to visualize the recommended way of organizing personnel for an event (Appendix 2C – Event Planning Guide). Students are responsible for recording information in their notes.

Days 2-3

1. Revisit the tasks performed in day one and review organizing personnel flow chart. Introduce the five action areas of the chart. Divide students into five groups. Each member of a group is responsible for learning one aspect of the action areas: budget, facilities and equipment, scheduling, publicity, and recognition.
2. After students are designated an action area, they are given 20-30 minutes to become an expert in that field. They return to their original groups and teach their peers their particular area of knowledge. Students share information and present their action area components until all five components of the action areas are covered.

Day 4

1. There are a number of leaders within the community that inspire, motivate, and have achieved a great deal of success in organizing events. It is important for students to recognize and meet some of these leaders. From guest speakers, students can learn where they draw their strength and confidence, what inspires and motivates them, and what they consider to be their most important attributes. Speakers' stories will likely intrigue students and their role modelling may prove to be an effective way to inspire them to take the same positive risks. The community will have a number of individuals to choose from who may represent political organizations, church organizations, sporting event organizations, special event organizers, people within the school, charity organizations, etc.
2. Teachers may also want to have more than one guest speaker. A good cross-section of leadership styles can be observed if students are exposed to the different ways people organize events.

Day 5

1. The following assignment can be set up in a number of ways. Students can locate their own candidate to be interviewed or the teacher can already have them scheduled. The teacher contacts organizations or individuals in advance to facilitate student interviews. The assignment is designed to allow students the opportunity to explore the undertakings of an organization when planning an event. Students are asked to visit an organization and interview personnel responsible for organizing a large event. Students will have the option of visiting a wide range of organizations that may include those whose events are community-run, charitable, sport-oriented, fundraising based, or entertainments.
2. Students ask the following questions in order to gain better understanding and insight into event management protocol:
 1. What events have you been responsible for organizing?
 2. Do you follow a standard procedure of steps when planning an event?
 3. How important is your ability to lead and delegate?
 4. What makes you successful at your job of organizing events?
 5. What do you consider the hardest part of organizing an event?
 6. Analyse the following chart and give an example of how your organizing committee fits the format (see Appendix 2C – Event Planning Guide).

After the interview is complete, students review their findings and organize a half-page summative reflection referring to the success and effectiveness of the organization.

Day 6

1. Teachers begin a classroom discussion concerning intramurals and their importance to a school community. Brainstorm their purposes and effectiveness. Students are then given the task of planning an intramural event. They use survey data gathered in Activity One to determine the needs of the school and use the Action Areas of Event Planning Chart (see Appendix 2A – Action Areas of Event Planning Chart) to plan an activity from start to finish (see Appendix 2B – Checklist for Managing a Schedule, and Appendix 2D – Physical Education Leadership). This activity will be given as a homework assignment, but teachers will have the option of doing it as a classroom activity.
2. Provide students with information concerning types of tournaments. Have them complete the arranging tournament schedule (see Appendix 2E – Arranging Tournament Schedules Assignment).

Assessment & Evaluation of Student Achievement

- Formative assessment of an oral presentation to demonstrate the ability to coordinate a detailed plan.
- Formative assessment of a written reflection paper evaluating an event (an organization) based on pre-established criteria, and making recommendations for improvement.
- Formative assessment of a written action plan to implement an intramural event.

Resources

Byl, John. *Organizing Successful Tournaments: Your Complete Guide for Team and Individual Sports Competition*, 2nd ed. Human Kinetics Publishers, 1990.

CIRA. *Ontario, Secondary Student Leadership Development Guide*, 3rd ed. 1998.

Activity 3: Planning and Implementing Games and Sports Activities

Time: 17 hours

Description

Students investigate physical education pedagogy and then apply their leadership skills by planning, implementing, and participating in relays and games of low organization. They plan, organize and implement a series of activities and drills leading up to a tournament for a particular sport. As a final activity, they organize a series of activities based on a theme for the class.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2a - listens actively and critically to understand and learn in light of gospel values;

CGE2c - presents information and ideas clearly honestly and with sensitivity to others;

CGE4c - takes initiative and demonstrates Christian Leadership;

CGE4f - applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4h - participates in leisure and fitness activities for a balanced and healthy lifestyle.

CGE5a - works effectively as an independent team member;

CGE5b - thinks critically about the meaning and purpose of work;

CGE5e - respects the rights, responsibilities and contributions of self and others;

Strand(s): Leadership, Facilitation of Recreation and Leisure

Overall Expectations

LEV.02 - use their leadership skills in a variety of healthy active living contexts;

LEV.04 - demonstrate teamwork skills that achieve positive results;

RLV.02 - demonstrate an ability to coordinate a detailed plan for a health and physical education event.

Specific Expectations

LE2.01 - apply communication skills and strategies that help develop positive relationships;

LE2.04 - demonstrate the ability to use time management skills;

LE4.02 - demonstrate an ability to take responsibility for carrying out tasks assigned by the group;

LE4.03 - demonstrate an understanding of strategies that facilitate group effectiveness;

LE4.04 - demonstrate leadership skills through participation in a variety of leadership activities;

RL2.03 - effectively communicate information about the event to the target group.

Planning Notes

- A variety of resources on games, drills, and activities for student reference should be made available.
- A variety of low-organized gym equipment materials will be required, e.g., scooter boards, gatorskin balls, etc.
- Teachers are encouraged to rotate students in their groups of two, to foster learning and work with a variety of people on a project.
- Review of the Emergency Action Plan and OPHEA Safety Guidelines before the planning of all activities.
- Inform school administration and other staff members about the activity
- Provide access to Internet service for locating additional resources if possible.

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- Provide construction paper, scissors, glue, tape for theme days.
 - Arrange students in groups of five or six for theme-day activity.
 - Decide on an appropriate budget for each group.

Prior Knowledge & Skills

- Characteristics of a warm-up and cool-down for activities
- Note-taking skills
- Communication skills

Teaching/Learning Strategies

Day 1

1. Using a jigsaw puzzle method, assign students in groups of four or five to read and present one of the fifteen points in the article, “The Organization of Teaching: Putting the Horse Before the Cart in Physical Education Pedagogy” (see Resources). Have students present each point using an overhead transparency or the board. Each student is responsible for taking their own notes on the material presented. Advise the class that a short written quiz (see Appendix 3B – Leading an Activity Quiz) will be given the next day to assess their knowledge and understanding of the material presented (see Appendix 3A – Organizing and Presenting Events).

Day 2

1. Administer quiz and collect.
2. Discuss how to organize a gym activity and how to plan a relay for the class. In groups of two, students complete a lesson plan to be presented and implemented in the following days in the gym or field. Each plan should provide information on the formation of inclusive teams, equipment needed, and other helpful instructions. Group members are encouraged to split the work and responsibilities equitably. The activity should follow the safety guidelines previously discussed in Unit 3.

Days 3-4

1. Students organize and implement their relays for the class.
2. Make available the necessary equipment for each group.
3. Supervise and evaluate the presentations using Appendix 3A – Organizing and Presenting Events.

Day 5

1. Continuing to build on students’ skills by discussing benefits and merits of low-organized games.
Background information:
Games of low organization energize and invite participation from a wide variety of people because the rules are simple. They do not require special skills, strict rules, or expensive materials. The emphasis is on spontaneity and fun. They invite the participants to cooperate and problem solve. They can serve to acquaint people with each other and are good vehicles for community building. Some games are co-operative in nature, where there are no winners and losers, while others have competition, but still focus on playing together. Games can be adapted to audience and facility. The only characteristics that do not change are those affecting the rules of safety.
2. Using a variety of resources (see Resources), have students in different groups of two plan innovative or novel low-organized games for the class to participate in.

Days 6-8

1. Students coordinate and run their low-organized games for the class.
Assist students by encouraging them to problem solve or adapt when their games may not run according to plan or could be improved by a rule modification and/or by adding some different equipment. Mentor and assist students to improve their leadership skills. Emphasis should be placed on enjoyment, and students should be encouraged to work on motivating and inspiring others to participate.
2. Supervise and evaluate the presentations using Appendix 3A - Organizing and Presenting Events.

Day 9

1. Divide the class into equal groups; three or four groups per class is recommended. Each group picks a team game, e.g., doubles badminton, basketball, volleyball, lacrosse, soccer, and organizes a three-day event which includes one day of stations with practice drills or modified mini games leading up to the actual sport, and a two day tournament. Using the lesson plan template provided, Appendix 3E – Lesson Plan, students submit their written lesson plans with warm up and cool downs included for each day. All group members demonstrate the ability to work together effectively, communicate, and problem solve. Resources listed in this activity should be available for reference during class time. Access to the Internet to locate further materials may be necessary. Students are instructed to make the activities inclusive and fun for all to participate. The tournament style chosen by students should also encourage as much participation as possible, e.g., round robin vs. single elimination. Each group should ensure that their members understand the rules and scoring methods, and use the teacher as a resource. Each member then officiates the tournament play.

Day 10

1. After the teacher has reviewed the lesson plans and given a formative assessment, the groups revise the plans to ensure their suitability for implementation in the days to follow. Students are allotted class time to practice the presentation in their groups, and to ensure they know what equipment is needed, e.g., where it is located and that responsibilities have been shared among members.

Days 11-21

1. Students make their presentations. The teacher supervises and evaluates the presentations using Appendix 3A – Organizing and Presenting Events. Students not presenting participate in the drills and games. Monitor students and encourage good listening skills and cooperation of students who are not presenting. The teacher should ensure that safety guidelines are followed and that students have access to the equipment needed. While students implement their activities and officiate the games, the teacher evaluates the presentations using Appendix 3A – Organizing and Presenting Events.

Days 22-23

1. As a culminating activity for the unit, students use a variety of resources to plan a fun-filled class for fellow students based on a theme. The experience students have gained from the previous learning strategies allows them to demonstrate their knowledge and skills for a final time. A budget is provided for prizes and props. Students can pick their own themes or choose from a list provided by the teacher. Examples include St. Patrick's Day, Rodeo Roundup, and Caribbean Fun. Using materials and resources provided (see Planning Notes), class time is provided for students to organize and delegate responsibilities among the group members. Students are given the rubrics in advance so that they are aware of the evaluation of the group dynamics as well as the final presentations.

Days 23-27

1. Students implement their plans for their activities. They use skills developed in previous activities, and evaluate themselves and their group members. Teachers evaluate the final product using Appendix 3A – Organizing and Presenting Events, Appendix 3C – Peer Evaluation of Group Work, and Appendix 3D – Student Self-Evaluation – Theme Days.

Assessment & Evaluation of Student Achievement

- Formative assessment and summative evaluation of the ability to demonstrate leadership and communication skills when co-ordinating a physical education event.
- Formative assessment of knowledge and understanding of planning and implementing a physical activity using a written test.

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- Student reflection: self-evaluation using a checklist and anecdotal comments on the ability to demonstrate leadership skills in a variety of healthy active-living contexts.
 - Formative assessment evaluation of students' ability to participate in a variety of leadership activities.
 - Peer reflection: assessment using a checklist and anecdotal comments.

Accommodations

- Use students' familiarity with a particular sport to ease discomfort when presenting in front of peers.
- Enrichment opportunity can be provided by having the group implement a plan for another class, e.g., have a Grade 9 class participate in badminton stations followed by a tournament.

Resources

Orlick, Terry. *The Cooperative Sports and Game Book*. Random House. 1978.

Apacki, Carol. *Energize*. Quest International. 1991.

CIRA Ontario. *Great Gator Games*. 1998.

CIRA Ontario. *Not Just Another Games Book*. 1994.

Kuhn, Darcy and Jody Kuhn. *Gym Riot Game Plan*. CIRA. 1999.

Brewer, Jo. *Dynamic Dodge Ball Games*. The Creative Network Inc. 1995.

CIRA. *Mass Appeal Activities for Groups of 50 or More*.

CIRA. *Zany Activities with a Rubber Chicken*. 1995.

Stenlund, Vern. "The Organization of Teaching: Putting the Horse Before the Car in Physical Education Pedagogy" *OPHEA Journal* (Winter 1995): 8-12.

Appendix 1A

Sample Scenario for Class Discussion

The municipal government has monies that can be used to build a new sporting facility in your city. The population of the city is 165 000. The local government, consistent with democratic policies, will build a sport facility based on what the majority of the citizens feel they need. You are a member of the local government. It is your job to create and conduct a survey to identify what the populations feel the community needs. As a class, discuss how you would go about doing this.

Appendix 1B

Understanding Statistical Terminology

Population vs. Sample

A population is the *entire* collection to be studied. For the scenario in Appendix 1A – Sample Scenario for Class Discussion, the population would be *all* 165 000 citizens that live in the city. For most large-scale surveys, it is impossible to get survey responses from the entire population. Therefore you have to settle on surveying only a portion of the population.

A parameter is a number that describes information about a population. For example, if you have information about *every individual* in the population, your numerical data is called a parameter. Often, the size of the population is too large to gather data from each and every member of the population, so more often than not, we have to use a sample of the population.

A sample is an incomplete portion of the population. We use the data gathered from samples to *infer* information about the population. A sample population may be selected by a researcher in a number of ways. In random sampling all items in a population have an equal chance of being chosen for the sample. In non-random sampling there is bias toward selecting certain items in a population, and, more often than not, it leads to misrepresentations. This method should be avoided. In Appendix 1A – Sample Scenario for Class Discussion, the government may send out a survey, randomly selecting 1 out of every 10 citizens, to complete the questionnaire. This would amount to 16 500 surveys instead of 165 000. This is probably more realistic, time- and cost-wise. It also is a fairly random selection of citizens, helping to ensure that the sample is a good representation of the population.

A statistic is a number that describes information about a sample.

Certainty vs. Confidence

After you have analysed your results, how can you know how accurate your conclusions are? One can only have certainty if he/she surveys the entire population in question. Indeed, this is the only way that one can be *certain* of their results. With large-scale surveys, certainty is rare.

When using a sample, one must settle for confidence. The more individuals are surveyed, the higher one's confidence becomes. Typically, researchers aim for 95% confidence. This means that if you conducted your survey 100 times, 95 of those times you would obtain a result that was representative of the population. Although the calculations for confidence go beyond the scope of this class, it is important for students to understand how to increase the confidence of their results. Ensuring randomness of the sample, as well as increasing the percentage of the population surveyed, increases the confidence of your study.

Appendix 1C

Sample Questions for a Quiz on Statistics Terminology

1. Identify which of the following are sets of samples and which are sets of populations.
 - the height of 50 randomly selected Grade 12 students out of a possible 254 that attend your school
 - the annual salary of all the teachers at your school
 - a survey of 10 new pet owners in your city
 - population, sample, population
 - sample, population, population
 - sample, population, sample
 - sample, sample, sample
2. A survey is carried out at your school to determine what percentage of students play video games. What is the population for this study?
3. Critique the following methods for conducting the survey mentioned in Question #2. Which methods would produce bias? Explain.
 - All of the Physical Education classes are chosen as the sample
 - All of the females in the school are surveyed as the sample
 - All of the Grade 9s are chosen as the sample
 - Students are surveyed in the cafeteria at lunch
 - 10 classes are chosen, all co-ed, five Junior and five Senior classes as the sample
4. For which of the examples in Question #3 could we be certain that our results will apply to the whole population?

Appendix 1D

Types of Survey Questionnaires

Designate which survey type is most appropriate for the following survey questions:

- 1) Do you watch professional wrestling? *YES/NO RESPONSE*
- 2) How would you rate your fitness level? *RATING SCALE*
- 3) Of the following, which movies have you seen? *CHECK-MARK*
- 4) How much do you enjoy playing the following sports? *RATING SCALE*
- 5) What was the best day of your life? *SHORT ANSWER RESPONSE*
- 6) Did you take Grade 10 Physical Education? *YES/NO RESPONSE*

Appendix 1E

Sample Survey

Check one of the following:

Male _____ Female _____

Grade 9 _____ Grade 10 _____ Grade 11 _____ Grade 12 _____

I would participate in an intramural during lunch _____ I would not participate _____

I would prefer co-educational intramural activities _____ I would prefer single gender _____

If you answered that you would participate, which of the following sports are you most interested in?

Rate each of the sports from 1-10.

1 I have absolutely no interest in playing that sport.

2-4 I have only the slightest interest in that sport; I probably would not participate.

5-9 I like this sport and would play in an intramural; it is not my first choice though.

10 I love this sport and would definitely participate in a noon-hour intramural of it.

Basketball

1 2 3 4 5 6 7 8 9 10

Volleyball

1 2 3 4 5 6 7 8 9 10

Floor Hockey

1 2 3 4 5 6 7 8 9 10

Indoor Soccer

1 2 3 4 5 6 7 8 9 10

List any other sports not listed above that you would be interested in participating in:

If you have indicated that you would not participate in an intramural program, please explain why not:

An effective survey does not have to be complex. It is vital that your survey gathers as much information about the individual as possible. The above survey allows students to compare and contrast male and female participation as well as Junior and Senior student participation. This is important in deciding such things as:

- Is there enough female response to have a female-only division (or is co-ed needed)?
- Is there enough Junior response to have both a Junior and Senior Division?

It is also highly recommended that you use a rating scale somewhere in your final survey questionnaire. This type of survey allows for a more in-depth analysis of gathered data.

Appendix 2A

Action Areas of Event Planning Chart

Action Plan	Plan	Act	Evaluate
<p><i>Budget</i> Should indicate how much money each event is expected to cost and expected to revenue.</p> <p>The portion of the overall budget allotted to each event is the event budget.</p>	<p>Estimate of all revenue and operating costs.</p> <p>It is better to underestimate the potential income rather than end up with a deficit.</p>	<p>Event budgets are usually simple to manage as long as good records are kept for all revenues and expenses.</p> <p>The person responsible for the event budget should record and maintain a file of all transactions.</p>	<p>After the event, the records and money should be given to the event chairperson. From there, it will be passed on to the Treasurer or Financial Committee of the leadership group.</p> <p>A comparison of the planned budget with this record will provide an assessment of the budget's accuracy.</p>
<p><i>Facility and Equipment</i> Persons in charge of managing facilities and equipment should adhere to the safety and supervisory regulations of their organization and of the facility being used.</p>	<p>Identify the space needs for the event and match those to a facility the leadership group has access to.</p> <p>After checking availability, book facility with appropriate people.</p> <p>Identify equipment needed.</p> <p>Determine where the equipment will come from.</p> <p>Determine how it will be managed during the event.</p> <p>Identify personnel responsible for managing and supervising the facility and equipment.</p>	<p>Confirm facility and equipment prior to event.</p> <p>Supervise the system of equipment management and manage the event.</p> <p>Ensure the facility is cleaned up after use.</p> <p>Ensure equipment is returned in good condition.</p>	<p>Count and inspect the equipment.</p> <p>Indicate successes, what needs improvement, and recommendations.</p> <p>Submit your evaluation and records to the event chairperson.</p>

Appendix 2A (Continued)

Action Plan	Plan	Act	Evaluate
<p><i>Scheduling</i> Determine how, when, and where people will actually participate in the planned event.</p> <p>Type of scheduling chosen depends on the kind of activity involved and the amount of time available to run the event.</p>	<p>Needs and interests of participants should be taken into consideration.</p> <p>Other considerations should be the number of participants involved and the possible times for the event.</p> <p>There should be consultation between persons in charge of facility and equipment, as well as publicity.</p> <p>Using the information above, develop the schedule and identify personnel who will help with implementing the schedule.</p>	<p>Schedule should be posted prior to and during the event.</p> <p>Double check with personnel that they are aware of the times and of the schedules.</p> <p>Collect information about the play as the event progresses, e.g., stats, winners, and scores.</p>	<p>Indicate successes, areas of improvement, and recommendations.</p>
<p><i>Publicity</i></p>	<p>Gather information about the event from the planning committee and determine which target group will be the focus.</p> <p>Choose publicity methods that will attract the various target groups.</p> <p>Make up a timeline for the publicity campaign.</p> <p>Develop the publicity materials.</p> <p>Implement the campaign.</p>	<p>During the event, keep people informed of what is happening.</p> <p>Repair or replace publicity as needed.</p>	<p>Inform people of final count results.</p> <p>Acknowledge support and contributions to the event.</p> <p>Remove all outdated publicity.</p> <p>Indicate the successes, what needs improvement, and recommendations.</p> <p>Submit your evaluation and event records to event chairperson.</p>

Appendix 2A (Continued)

Action Plan	Plan	Act	Evaluate
<p><i>Recognition</i></p> <p>The process of acknowledging a specific achievement or contribution during a particular event or throughout the entire program.</p> <p>Can be formal or informal.</p> <p>Pre-planned or spontaneous, e.g., awards ceremony is pre-planned.</p> <p>Must be sincere and genuine to be meaningful to the recipient.</p>	<p>Working with the planning committee, decide what should be recognized in this event.</p> <p>Consider cost factors and the publicity value of the recognition.</p> <p>Decide on what types of recognition are appropriate to count and how and when recognition will be given.</p> <p>Gather or prepare awards needed.</p>	<p>Collect information during the event about who should receive recognition.</p> <p>Finalize the preparation of the awards.</p> <p>Provide formal recognition whenever possible.</p> <p>Present awards at the appropriate time.</p>	<p>Indicate successes, what needs improvement, and recommendations.</p> <p>Submit the evaluation and recognition to the event chairperson.</p>

Adapted from CIRA – Canadian Intramural Recreation Association, Secondary Student Leadership Development Guide, Third Edition (1998).

Appendix 2B

Checklist for Managing a Schedule Plan

- Participants' needs and interests are considered.
 - Competitive vs. non-competitive.
 - Do the activities need to be modified?
- Consultation with people in charge of publicity.
 - Ways to encourage participation.
 - Ways to organize sign-up for participation.
- Estimate possible number of participants.
 - How many participants are involved?
 - What is the maximum number of participants?
 - What is the minimum number of participants?
- What are the possible times for activities, the amount of days or weeks needed, length of games?
- Consultation with people in charge of facilities and equipment.
- Design a schedule.
- Decide how many people needed to implement schedule.

Checklist for Managing a Publicity Campaign

- Planning committee shares information about the event.
- Determine which target groups will be the focus of the event.
- Decide on publicity methods to attract the various target groups.
- Timeline for the publicity campaign is drawn up.
- Publicity materials are developed.

Budget Management Checklist

- Estimate all costs for the event.
- Keep receipts and invoices.
- Use an account book.
- Invoices and receipts are filed in the order in which they are received.

Facilities and Equipment Management Checklist

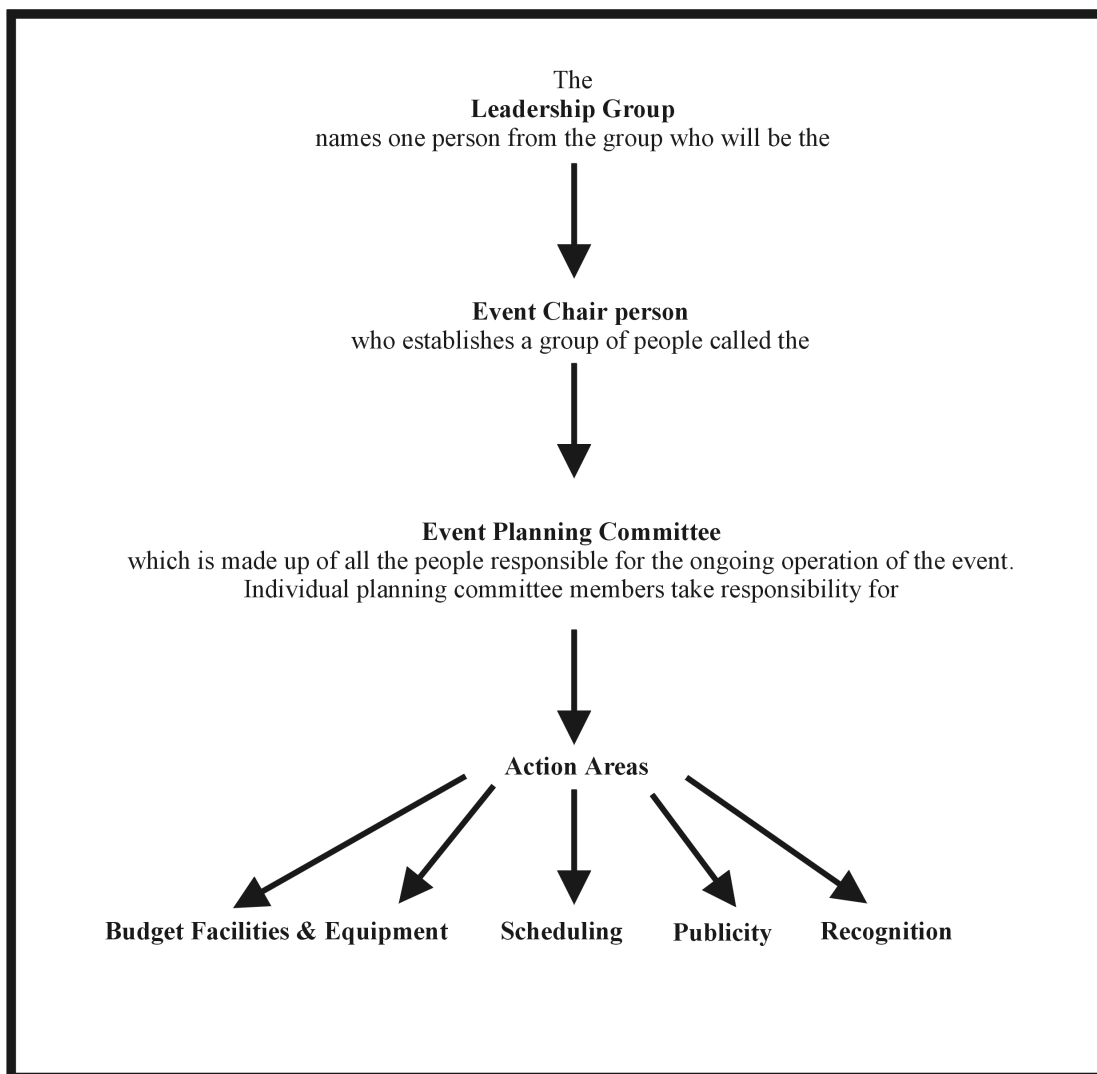
- Space needs are identified.
- Accessible facilities are identified to fulfill space requirements.
- Calendar is checked, with times and appropriate dates in mind.
- Facility or facilities are booked.
- Personnel or volunteers helping with the event management and supervision of facility are identified.
- Decide where the equipment will come from.
- Decide how the equipment will be managed during the event.
- Decide on personnel who will take care of the equipment.
- Ensure equipment is in good repair and the facility is safe according to OPHEA guidelines.

Checklist for Managing Event Recognition

- Decide what should be recognized in this event.
 - Cost factors are considered.
 - The publicity value of the recognition is considered.
 - Decide what types of recognition are appropriate to the event.
 - Decision on when the recognition will be given and how it will be accomplished.
- Awards needs are prepared and gathered.

Appendix 2C

Event Planning Guide



CIRA – Canadian Intramural Recreation Association, Secondary Student Leadership Development Guide,
Third Edition (1998), p. 34.

Appendix 2D

Physical Education Leadership

Activity: Planning an Intramural Event

Resources: Survey Data and Event Planning Handout, Computer, Poster Paper, crayons, markers

Due: _____

Using the Event Planning Guide, plan an activity from start to finish. Use the checklists under each Action Area to ensure that you have covered all aspects that need to be considered.

Your project should include things like schedules with specific dates, references, budget guidelines, teacher help, publicity campaigns, announcements, posters, etc. All material should be typed where possible.

Your project will be evaluated according to the following criteria

Knowledge and Understanding

- understanding of how to use a survey and gather data to design a program for a target group
- understanding of the five action areas of event planning

Thinking and Inquiry

- analysis of data
- creation of appropriate activity

Communication

The project is presented in a neat and organized fashion with no spelling or grammatical errors.

- presentation and organization
- accuracy and clarity of presentation

Application

The student applies his or her knowledge of an event activity by presenting a well-planned activity. The student uses all five-action areas and demonstrates a well-organized plan that is ready to move into the action stage.

- application of planning across five action areas
- development of plan

Appendix 2E

Arranging a Tournament – Schedules Assignment

Answer the following:

1. What are the main factors to consider when scheduling an event?
2. What is a round robin schedule? What is the formula for determining the number of games with odd and even number of entries?
3. What is the difference between a single and double elimination tournament?
4. What is a bye?
5. What is a ladder?
6. What is a pyramid?
7. What is consolation?
8. What is seeding?

Set up a volleyball tournament with the information provided. There are 21 co-ed teams in a high school gym during the months of March and April of the current year. Use a separate piece of paper to show your tournament draw. You must come up with an event champion or champions. Each team must play a minimum of four games.

Appendix 3A

Assessment Rating Scale for – Organizing and Presenting Events

Name:		Date:	Name of Activity:		
Criteria	Category	Level 1 Occasionally	Level 2 Sometimes	Level 3 Consistently	Level 4 Almost Always
Plans a fun, creative game or activity.	Thinking/ Inquiry				
Considers safety precautions for all those participating.	Thinking/ Inquiry				
Makes recommendations for improvement of the activity.	Thinking/ Inquiry				
Explains rules of the game or activity with clarity.	Communication				
Organizes the class into an appropriate formation for the activity.	Application				
Demonstrates the skill or activity to allow students to visualize what is required using the three phases of motor skills when applicable.	Application				
Uses appropriate distribution of equipment after instructions are given.	Application				
Puts class into appropriate groupings using an inclusive method.	Application				
Involves the class actively as much as possible.	Application				

Appendix 3A (Continued)

Name:		Date:		Name of Activity:	
Criteria	Category	Level 1 Occasionally	Level 2 Sometimes	Level 3 Consistently	Level 4 Almost Always
Demonstrates an understanding of working together as a group.	Knowledge/ Understanding				
Takes charge of the activity and enforces the rules of the activity or game.	Application				
Teacher Comments:					

Appendix 3B

Leading an Activity Quiz

Grade 12 Leadership

Name: _____

Date: _____

1. List three things you should do when speaking to a group in the gym.
2. Why should you be the centre of attention when you are speaking?
3. What is positive reinforcement?
4. When should you give out equipment?
5. When should you form groups?
6. What does being inclusive mean?
7. What is the number one rule of any gym or recreational activity?

Appendix 3C

Peer Evaluation of Group Work

Name: _____

Theme Activity: _____

Put a check mark under the appropriate box for each name.

Name of Peers	1. _____	2. _____	3. _____	4. _____
Added ideas				
Kept group on task				
Problem solved				
Encouraged others				
Was very quiet				
Followed through with details				
Had good work ethic				
Was open minded				
Helped to get everyone involved				
Was committed to the task				

Overall our group:	Yes	No
1. Accomplished our goals		
2. Helped each other		
3. Felt good about working together		

Any general comments about the group process:

Appendix 3D

Student Self-Evaluation Theme Days

Name: _____

Group Theme: _____

My major contributions to the group were: _____

The problems (if any) in my group were: _____

I helped to solve these problems by: _____

If I had to do this project over again I would: _____

I would rate my group process from planning through to final presentation as follows:
(circle appropriate level)

Commitment to Task	1	2	3	4
Level of interest	1	2	3	4
Handling of equipment	1	2	3	4
Keeping group ground rules	1	2	3	4
Originality and creativity	1	2	3	4

I would evaluate my final work as (circle one):

Level One

Level Two

Level Three

Level Four

My reasons for this grade are:

Do you feel your work can be evaluated fairly by a peer?

Appendix 3E

Lesson Plan Template

Name of Students Presenting: _____

Date of Presentation: _____

Warm-Up Activity:

Method of organizing class into groups:

Person Responsible:

Rules and Purpose of the Game:

Person Responsible:

List of all Equipment Needed:

Person Responsible:

Incentives or Motivation Techniques:

Person Responsible:

Evaluation: (What could we have done to improve our presentation?)