

Public District School Board Writing Partnership

Health and Physical Education

Course Profile

Recreation and Fitness Leadership

Grade 12
College Preparation
PLF4C

• *for teachers by teachers*

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Acknowledgments

Public District School Board Writing Team – Recreation and Fitness Leadership

Project Manager

Susan Orchard, Halton District School Board

Project Administrative Support

Jo-Anne Bryant, Halton District School Board

Course Developers

Debra Austin, Trillium Lakelands District School Board

Dean Edgar, York Region District School Board

Pat Leith, Trillium Lakelands District School Board

Susan Orchard, Halton District School Board

Jill Robertson, Seneca College

Dave Weber, York Region District School Board

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 will acquire the knowledge and skills required to plan, organize, and implement recreational events. They will also learn how to promote the value of physical fitness, personal well-being, and personal safety to others through mentoring. The course will prepare students for college programs in recreational, leisure, and fitness leadership.

Units: Titles and Time

Unit 1	Taking the Lead (Leadership Styles and Skills)	10 hours
Unit 2	Better Together (Group Development Process)	10 hours
* Unit 3	Eventful Events (Recreation and Leisure Facilitation)	48 hours
Unit 4	Just Do It (Fitness Leadership)	30 hours
Unit 5	Better Safe Than Sorry (Injury Prevention and First Aid)	12 hours

* This unit is fully developed in this Course Profile.

Course Notes

The Ontario Curriculum, Health and Physical Education, Grades 11 and 12, 2000 focuses on healthy active living for all students. To incorporate this philosophy into a quality program, teachers need to address several key elements when planning learning opportunities:

Key Elements of this Course Profile

A quality health and physical education program directly links what is happening in the classroom to the curriculum expectations. This ensures that students are focused on what they are to know and be able to do. Clustering the overall and specific learning expectations provides students with a framework and context for their learning. The following is a list of the key elements for Grade 12 Recreation and Fitness Leadership. By the end of the course, students will:

- demonstrate leadership styles and skills (Units 1 and 3);
- demonstrate an understanding of group development and teamwork skills (Units 2 and 3);
- demonstrate the ability to promote healthy active living (Units 1 and 3);
- coordinate a detailed plan for an event (Unit 3);
- mentor others (Unit 4);
- apply safety practices and procedures (Units 3, 4, and 5).

Throughout the course, teachers are encouraged to frame each lesson by identifying the learning expectations and connecting them to the key learning.

Destination Preparation

The Recreation and Fitness Leadership college preparation course gives students the opportunity to develop the leadership and related skills necessary to the plan, organize, implement, and promote healthy lifestyles. It is designed to prepare students for college programs in recreation and leisure education, recreation and sports administration, and physical fitness training. The course takes into consideration:

- learning experiences that provide students with the appropriate knowledge and skills to be successful in the transition from secondary school to college;
- time spent on teacher-directed instruction and on student-centred learning.

Making Learning Relevant

Students in this course need opportunities to develop a strong foundation of knowledge and skills through both teacher-directed instruction and experiential learning. It will be a challenge to ensure that students have the appropriate knowledge and skills before they attempt to coordinate an event or mentor other students. Parts of each unit should be addressed rather than teaching each of the units sequentially.

- Begin with an overview of all of the knowledge and skills that are addressed throughout the course.
- Model the required knowledge and skills by organizing a school-wide event (e.g., Spirit Day, Winter Carnival) early in the course so that all students play a role and are involved. The event should demonstrate the complexity of planning, coordinating, and implementing recreation/leisure events.
- Provide students with leadership (Unit 1), group development (Unit 2), and facilitation instruction (Unit 3) early in the course and then engage them in classroom activities that allow them to practise what they have learned and develop the skills they will need when they move beyond the classroom setting.
- Gradually build out the depth of instruction to expand students' knowledge base and include more complex experiences (e.g., working with students in Grade 9 and 10 or elementary school) so they have a variety of practice situations before they are required to demonstrate their learning.

Organize the course to help students develop a solid knowledge base and understanding of the theories/concepts/principles, expand their perceptions and perspectives, and connect their learning to things that are relevant, authentic, and of interest to them.

Connecting with the Community

Students' initial classroom experiences involve initiative tasks or simulations requiring them to work together to attain a specific outcome. As students develop the required knowledge and skills, the tasks should become more complex and involve a wider variety of people to work with. Connecting students with the community can broaden their learning and make it a richer experience. Consider having them work with people of all ages (e.g., elementary children, senior citizens) and in a variety of different settings (e.g., senior citizens' home, youth centre, daycare centre, community centre, recreation facility).

Unit Overviews

K/U = Knowledge/Understanding C = Communication T/I = Thinking/Inquiry A = Application

Unit 1: Taking the Lead (Leadership Styles and Skills)

Time: 10 hours

Unit Description

Students address concepts, principles, and theories to build a common understanding of leadership. Students analyse their preferred style and develop the ability to effectively apply different styles for addressing different tasks and groups appropriately. To enhance group process in a variety of healthy active living contexts, students develop communication, decision-making, conflict-resolution, and time-management skills.

Unit Overview Chart

Activity	Learning Expectations and Achievement Chart Category	Assessment/Evaluation	Focus
1	LEV.01, T/I LE1.01, K/U LE1.03, T/I LE1.02, C LE1.06, K/U	<ul style="list-style-type: none"> - Formative assessment of organizers (jot dot, concept web) to develop the concepts of leadership using a checklist - Formative assessment of students' written definition of leadership through teacher and peer anecdotal feedback - Formative assessment during a class discussion to examine Canadian sport and recreation leaders by providing anecdotal feedback - Formative peer assessment of students' reflections on the class discussion to analyse the concept of leadership and the variety of styles through history using an observation checklist 	<p>Demonstrate leadership styles and skills</p> <p>Canadian leaders in physical activity</p>
2	LEV.01, T/I LE1.04, A LEV.01, T/I LE1.05, T/I LE1.03, T/I	<ul style="list-style-type: none"> - Formative self- and peer assessment of preferred style of leadership through experiential learning exercises and reflection sheet using an observation checklist - Formative evaluation of students' analysis of their preferred leadership style in relationship to the learning activities experienced in class using an observation checklist 	<p>Demonstrate leadership styles and skills</p>
3	LEV.02, A LE2.01, A LE2.03, A LE2.04, A	<ul style="list-style-type: none"> - Formative assessment (early in the course) and formative evaluation (later in the course) during each activity related to demonstrating leadership skills using a leadership observation checklist - Formative evaluation of students' checklist of the key components of each leadership skill (i.e., understanding of communication skills, decision-making strategies, conflict resolution, and time-management skills) using a marking scheme 	<p>Demonstrate leadership styles and skills</p>

Unit 1 focuses on building a solid understanding of leadership styles and skills. Students practise and demonstrate this learning in activity sessions throughout the course.

Unit 2: Better Together (Group Development Process)

Time: 10 hours

Unit Description

Students learn the group development process and use teamwork skills in a variety of healthy active living contexts. Students build their communication, decision-making, conflict-resolution, time-management, and team-building skills to enhance the effectiveness of groups in completing tasks.

Unit Overview Chart

Activity	Learning Expectations and Achievement Chart Category	Assessment/Evaluation	Focus
1	LE3.01, C LE3.02, C LEV.03, A LE3.03, T/I LEV.03, A	<ul style="list-style-type: none"> - Formative assessment during class discussions related to the debriefing of experiential group development activities by providing anecdotal feedback - Formative evaluation of students' reflection assignment relating personal experiences to the factors and theories of group development using a marking scheme - Formative peer assessment of group roles played to analyse the impact and effectiveness of individual roles within a group using a group roles observation checklist - Formative evaluation of the analysis of group roles demonstrated in video clips (or group work) and the impact on group effectiveness using a marking scheme 	Demonstrate an understanding of group development and teamwork skills
2	LE4.01, A LE4.02, A LE4.03, A LEV.02, A LE4.04, A	<ul style="list-style-type: none"> - Formative self- and peer assessment and teacher evaluation of students' teamwork during classroom and physical activities using a teamwork rubric - Formative evaluation of written assignment of students' reflections on respectful behaviour (e.g., what does it look like and feel like) using a teamwork rubric - Formative assessment of students in charge of a group and facilitating the teamwork to complete a task (e.g., in-class and out-of-class activities/events throughout the course) using the teamwork rubric - Formative assessment (early in the course) and evaluation (later in the course) of students' leadership skills using a leadership observation checklist during in-class and out-of-class activities/events 	Demonstrate an understanding of group development and teamwork skills

Unit 2 focuses on building a solid understanding of the group development process and teamwork. Students practise and demonstrate this learning in activity sessions throughout the course.

Unit 3: Eventful Events (Recreation and Leisure Facilitation)

Time: 48 hours

Unit Description

Unit 3 provides students with multiple opportunities to develop an understanding of the event planning process. Students demonstrate the ability to coordinate the planning, organizing, and implementation of a health and physical education activity. Using the steps in the planning process (i.e., needs assessment, identification of resources, action plan, promotion, implementation, evaluation), students coordinate a series of health and/or physical education events increasing in complexity throughout the course.

Students begin their learning by participating in a major event organized by the teacher within the first few weeks of the course (e.g., Grade 9 Student Welcome, Spirit Week, Winter Carnival). Additional in-class lessons/tournaments/events organized by small groups provide opportunities for students to practise and develop the necessary skills prior to coordinating their main culminating event (e.g., intramural tournament, tournament for a co-curricular school sport, one-day special event in the school or community). During the events, students promote the benefits of lifelong participation in recreation and leisure activities.

Unit Overview Chart

Activity	Learning Expectations and Achievement Chart Category	Assessment/Evaluation	Focus
1	RL3.02, C RL3.01, C RL3.05, K/U RL3.02, C RL3.01, C RL3.03, K/U RLV.03, A RLV.01, A RL1.01, A RL1.02, A RL1.03, K/U RL3.04, A LEV.04	<ul style="list-style-type: none"> - Formative peer assessment of the benefits, motivators, and barriers of recreation and leisure, identified through case studies, using a checklist - Formative evaluation of a case-study assignment related to the benefits, motivators, and barriers of recreation and leisure using a checklist and communication rubric - Formative assessment of the bulletin board display of career opportunities by providing anecdotal comments related to the information posted - Formative evaluation of the promotional strategies analysis worksheet using a marking scheme - Formative assessment of the event proposal, including survey results and potential school/community partners, using a checklist - Formative peer assessment of teamwork during physical activities using a teamwork rubric 	Promote healthy active living Co-ordinate a plan for an event Careers in recreation and leisure Demonstrate an understanding of group development and teamwork skills
2	RLV.02, A RL2.01, A PF4.02, C LEV.04, A	<ul style="list-style-type: none"> - Formative self-, peer, and teacher assessment of the implementation of the plan to run a novel/unique classroom event using an event planning checklist and anecdotal feedback - Formative peer assessment of teamwork during the implementation of the novel/unique classroom events using a teamwork rubric to provide individual feedback 	Co-ordinate a plan for an event
3	RLV.02, A RL2.02, A LEV.02, A LE2.01, A LE2.02, A	<ul style="list-style-type: none"> - Formative assessment of the detailed action plan including tasks, individual responsibilities, and timelines by providing anecdotal feedback - Formative self- and peer assessment of decision-making skills during group work using the decision-making rubric 	Co-ordinate a plan for an event Demonstrate an understanding of group development and teamwork skills

Activity	Learning Expectations and Achievement Chart Category	Assessment/Evaluation	Focus
4	RLV.03, A ARL2.03, A RL3.04, A	<ul style="list-style-type: none"> - Formative assessment of the analysis of promotional materials at learning stations by providing anecdotal feedback during class debriefing of activity - Formative assessment of the promotional plan for a major event by providing anecdotal feedback based on the promotion/marketing strategies checklist 	Promote healthy active living Co-ordinate a plan for an event
5	PFV.04, A PF4.02, C	<ul style="list-style-type: none"> - Formative assessment of students' understanding of safe practices and procedures during the gymnasium safety inspection by providing anecdotal feedback 	Apply safety practices and procedures
6	RLV.02, A RL2.04, T/I	<ul style="list-style-type: none"> - Formative assessment of the evaluation tool for the major event by providing anecdotal feedback 	Promote healthy active living
7	LEV.02, A LE2.01, A LE2.02, A LE2.03, A LE2.04, A LEV.04, A LE3.03, T/I LE4.01, A LE4.02, A LE4.03, A LE4.04, A RLV.03, A RLV.02, A RL2.01, A RL2.02, A PFV.04, A PF4.02, C RL2.04, T/I	<ul style="list-style-type: none"> - Formative self- and peer assessment and teacher evaluation of leadership skills during small group events using rubrics (e.g., communication, decision-making, teamwork) and checklists (e.g., time-management) - Formative self- and peer assessment and teacher evaluation of teamwork skills during small group events using a teamwork rubric - Formative self- and peer assessment and teacher evaluation of promotional strategies during small group events using a checklist - Formative self- and peer assessment and teacher evaluation of planning, coordinating, and implementing a detailed event plan for a small group event using a checklist - Formative self- and peer assessment and teacher evaluation of the application of safety practices and procedures during the events using a checklist - Formative self- and peer assessment and teacher evaluation of the events using a checklist 	Demonstrate leadership styles and skills Demonstrate an understanding of group development and teamwork skills Promote healthy active living Co-ordinate a plan for an event Apply safety practices and procedures

Unit 4: Just Do It (Fitness Leadership)

Time: 30 hours

Unit Description

Students administer and analyse physical fitness and nutrition appraisals to develop and support the implementation of wellness plans with others (e.g., younger students, community or family members). They guide others through the goal-setting process and mentor them in their quest for a healthier lifestyle. Students are attentive to risk management to ensure the safe participation of others and respond appropriately in emergency situations in physical activity settings.

Unit Overview Chart

Activity	Learning Expectations and Achievement Chart Category	Assessment/Evaluation	Focus
1	PFV.03, A PF1.03, K/U PF1.04, C PF2.01, C PF3.04, K/U PF3.05, C	- Formative assessment of group debate on the topic of mentoring versus leadership using a checklist - Formative assessment of the bulletin board display outlining career opportunities and available community resources by providing anecdotal comments	Mentor others
2	PFV.04, A PF4.02, C	- Formative assessment of safety regulations and procedures outlined in a safety checklist using a checklist	Apply safety practices and procedures
3	PF1.01, A PF3.01, A	- Formative evaluation of students' ability to use appraisal tools to assess others' physical fitness, eating habits, and patterns using a checklist	Mentor others
4	PF1.02, T/I PF3.02, A	- Formative assessment of students' ability to analyse the results of the physical fitness appraisal using a checklist - Formative assessment of students' ability to make appropriate revisions to personal healthy active living plans using a checklist	Mentor others
5	PFV.01, A PFV.02, A PFV.04, A PFV.03, A PF2.02, A PF2.03, A PF3.03, A	- Formative evaluation of the work done with younger students to develop and implement personal healthy active living plans using a checklist - Summative evaluation of healthy active living mentoring in reflective log entries and student-led conference using a checklist and a rubric	Mentor others

Unit 5: Better Safe than Sorry (Injury Prevention and First Aid)

Time: 12 hours

Unit Description

This unit emphasizes the preparation required to ensure safe physical activity settings and the individual knowledge and skills required to respond to emergencies in these settings. Students complete recognized certification courses (e.g., Cardiopulmonary Resuscitation, First Aid, 3M National Coaching Certification Program Theory or Technical Coaching Course, Sports Injury Prevention and Care, National Life Guard Services Lifeguard Certificate, Wrapping, Canadian Ski Patrol First Aid, Ontario White Water Association or Flatwater Instructors Kayaking Certification) relevant to their backgrounds and interests.

Note: Certification may be obtained in a community setting or taught by the course teacher or a guest instructor. (Board and school policies will provide direction for the use of guests in the classroom.)

Unit Overview Chart

Activity	Learning Expectations and Achievement Chart Category	Assessment/Evaluation	Focus
1	PF4.01, A PF4.01, A PF4.02, C PFV.04, A	- Summative evaluation represented by certification in an appropriate program (e.g., CPR, First Aid, SIPAC) during the course using a completion checklist of safety practices and skills demonstrated - Summative evaluation during a student/teacher conference demonstrating the relevance of their certification program to this course using a safety procedures checklist - Summative evaluation during students' coordination of health and physical education events using a safety procedures checklist	Apply safety practices and procedures

Teaching/Learning Strategies

Students learn best when they are active, exploring, questioning/searching for meaning, investigating/experimenting, looking for connections/relationships/patterns, sharing/discussing with others, and reflecting. Consider how students learn, optimal conditions for learning, and learning skills to develop an effective program that focuses on improved student learning.

1. Student learning is enhanced when we understand how students learn. Take into consideration developmental stages, brain mind (or brain compatible) learning, learning preferences, learning styles, and learning environment.
2. Create conditions for optimal learning by considering the full range of teaching and learning strategies. Teaching and learning strategies are instructional practices that:
 - involve a sequence of steps or a number of related concepts;
 - determine the approach a teacher may take to achieve learning objectives and meet diverse learner needs;
 - should be selected based on an understanding of how students learn.

Strategies can be categorized under four headings:

Direct Instruction

Lecture – an oral presentation of facts or principles during which the learner is responsible for taking appropriate notes

Demonstration/modelling – performing a skill or activity in order to show how to do it

Didactic Questions – guiding students to predetermined learning through the use of lower order questions

Drill and Practice – repetition of fundamental skills to enhance speed and accuracy of performance

Guides for Reading, Listening, and Viewing – structured formats intended to direct students to appropriate learning expectations in reading, listening, or viewing

Indirect Instruction

Inquiry – an organized process for investigating a significant question

Problem Solving – an organized process for solving a problem

Research – gathering and interpreting data on a specific topic

Case Studies – investigation of a specific event, situation, or person to develop an understanding of factors that can be generalized to other situations

Concept Formation – an inductive thinking strategy in which students sort, classify, and/or group items, ideas, and opinions into categories to draw inferences, make generalizations, and develop concepts

Concept Attainment – clarifying a concept by providing positive and negative examples of that concept

Reflection – process of thinking about and connecting ideas, experiences, and learning

Debate – the presentation of opposing sides of an issue by two teams/individuals before an audience or judge

Interactive Instruction

Cooperative Group Learning – a variety of interdependent learning structures where students learn in small heterogeneous groups, including:

- *Jigsaw* – Students are divided into “home” groups. Each student in the group moves into a different expert group to gather information (provided by the teacher, or through research), and then goes back to the home group to share information.
- *Think/Pair/Share* – Students begin thinking about a concept on their own, then work with a partner to share and discuss ideas.
- *Snowballing* – pairs of students begin sharing ideas. After a few minutes, the pairs join with another pair to form groups of four to share ideas. The groups continue to combine to form groups of 8 then 16. New ideas are added and discussed.
- *Numbered Heads* – Numbered heads is a structure whereby students number off (e.g., four in a group) and the teacher poses a problem and sets a time limit for each group to investigate. The teacher calls a number and the student with that number in each group responds.

Learning Circles – small groups of students discuss a common test, topic, or problem to deepen understanding

Brainstorming – a group activity in which participants are encouraged to think uncritically about all possible ideas, approaches, or solutions

Role Playing – assuming the role of another and acting out a situation to develop understanding and insights

Peer Coaching – a structured situation where students teach and learn from each other

Experiential Learning – a situation requiring a high level of active involvement by the student in his/her own learning that is inductive, learner centred, and activity oriented. These activities may include field trips, simulations, model building, analysing, drawing inferences or conclusions, providing reasons and evidence for conclusions, or reflecting on experiences in analysing, inferring, decision-making, and drawing conclusions.

Independent Instruction

Independent Project – a formal assignment on a topic related to the curriculum

Learning Centres – a specially organized space containing specific resources and/or equipment

Learning Contracts – a plan of instruction allowing students to proceed at their own rate in learning specified material

Many of the learning expectations in this course focus on students’ abilities to communicate their understanding of concepts/principles and their use of higher-thinking skills. Indirect and interactive instructional strategies have been used throughout the course to provide students with multiple opportunities to learn and practise before they are required to demonstrate the learning.

Access the *Ontario Curriculum Unit Planner* for a complete collection of teaching/learning strategies.

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3. Help students develop effective learning skills. Consider:
- the skills and knowledge required to participate in learning (e.g., working independently, self-assessment, setting goals, monitoring progress, adapting to change, inquiry skills);
 - the self-knowledge and personal/interpersonal skills to interact positively with others (e.g., self-management, getting along with others, social responsibility);
 - the skills and knowledge required to plan their present and future lives and to determine the learning required to implement the plan (e.g., self-assessment, exploring and obtaining information, awareness of opportunities).

Assessment & Evaluation of Student Achievement

The process of moving from *The Ontario Curriculum, Grades 11 and 12, Health and Physical Education, 2000* to completing the Provincial Report Card involves a number of steps. These steps include:

- connecting the expectations and Achievement Chart categories to clarify expected student learning;
- gathering evidence of student learning relevant to the expected learning in the curriculum;
- recording evidence of student learning;
- making a judgement based on recorded evidence of student learning;
- reporting student achievement.

The Course Profile focuses on the first two steps.

Step 1: Connecting Learning Expectations to the Achievement Chart

The learning expectations in the curriculum are the content standards and identify what students need to know and be able to do at each grade level. The Achievement Chart identifies the performance standards and describes how well students have achieved the curriculum expectations. Each learning expectation is connected to one of the Achievement Chart categories. The verbs in each of the learning expectations have been used to link the content and the performance standards.

Examples of verbs used in the expectations of *The Ontario Curriculum, Grades 11 and 12, Health and Physical Education, 2000* document, organized by category, are:

- identify, demonstrate an understanding, define (Knowledge/Understanding);
- assess, analyse, evaluate, design, adapt (Thinking/Inquiry);
- explain, describe, communicate (Communication);
- demonstrate, apply, use, participate, maintain, improve (Application).

See the Unit Overview Charts for the connection of learning expectations to the Achievement Chart, such as LEV.02, A (Application).

By examining the Achievement Chart, teachers can focus on the significant aspects of learning they should be assessing. Is the learning expectation asking students to demonstrate knowledge, thinking skills, application, communication, or a combination of these categories? Using this as the starting point, the teacher can work with students to determine the specific criteria and performance indicators for the demonstration of learning. Students are more successful when teachers provide clear targets so they know exactly what they are to demonstrate.

Step 2: Gathering Evidence of Student Learning

Once the targets are clear, it is easier for teachers to determine:

- the evidence they need to assess and evaluate students;
- the best assessment methods (e.g., paper-and-pencil, performance task, personal communication) to provide students with opportunities to learn and practise before being expected to demonstrate the learning;
- the best assessment tools (e.g., rubric, checklist, marking scheme, rating scale, anecdotal comments) to collect the appropriate evidence of students' learning;
- how to involve students in the assessment process to improve their learning and manage the task of gathering evidence (self-assessment, peer assessment).

Clarifying the Assessment Language and Writing Format

In the Unit Overview Charts and Assessment & Evaluation of Student Achievement sections, certain terms have been used and certain processes have been identified.

Unit Overview Charts

The Unit Overview Charts identify:

- all of the learning expectations and the related Achievement Chart categories;
- the type of assessment or evaluation (e.g., diagnostic, formative, or summative);
- the assessor or evaluator (e.g., student, peer, teacher);
- the assessment strategy (e.g., paper-and-pencil strategies, performance task strategies, personal communication strategies)
- the assessment tool (e.g., rubric, checklist, marking scheme, rating scale, anecdotal comments);
- the focus of the assessment in relationship to the key elements of this Course Profile (see Course Notes).

Assessment & Evaluation of Student Achievement

In Unit 3, Assessment and Evaluation of Student Achievement for each activity identifies:

- the type of assessment or evaluation;
- the assessor or evaluator;
- the assessment strategy and the assessment tool;
- the focus of the assessment in relationship to the learning expectations;
- the learning expectations (in brackets) being assessed or evaluated.

Assessment and evaluation are different. What, when, why, and how you assess are different from what, when, why, and how you evaluate.

Assessment is the gathering of information about the progress or achievement of a student or group of students, using a variety of strategies/tools. It is an act of describing student performance for the purpose of enhancing learning.

It can be compared to coaching. It is the helpful meaningful feedback provided to students to assist them in doing their very best. Assessment is never used to calculate a student's grade, but can be taken into consideration if you need to confirm an evaluation. Students should recognize assessment as the safe time to take risks to learn and practice before they are expected to demonstrate their learning.

Evaluation is the process of judging and putting a value (e.g., mark, level) on the quality of students' achievement against the performance standards. Evaluation is recorded in the teacher's mark book. The teacher should evaluate the demonstration of the synthesized learning after students have had plenty of opportunity to learn and practise.

Assessment and evaluation are ongoing and serve different purposes at different times.

	Diagnostic Assessment	Formative		Summative Evaluation
		Assessment	Evaluation	
What?	- assessing what students know and are able to demonstrate prior to instruction	- assessing what students know and are able to do as they progress through the learning and practice opportunities	- evaluating what students know and are able to do at certain points during the process of learning and practising	- evaluating what students demonstrate that they know and are able to do at the end of the instruction
When?	- occurs before instruction begins	- is ongoing as students learn and practise	- occurs at one or more checkpoints throughout the process of learning and practising	- occurs at the end of the instructional unit (e.g., unit, course) and will not be judged again in the course
Why?	- helps determine starting points and helps the teacher program appropriately for individual students	- provides ongoing meaningful feedback to help students improve as the learning/practice builds, becomes more complex and connects with other learning	- provides a snapshot of students' achievement (e.g., mark, level) at specific points in the course before the final demonstration (summative evaluation)	- provides students with the opportunity to synthesize knowledge and skills and demonstrate their achievement
How?	- assessment strategies to provide a holistic picture of the learning students have acquired in the past	- assessment strategies to provide opportunities for students to learn and practise	- strategies relevant to: a) the expected learning b) the point students have progressed in the learning process c) the summative evaluation demonstration planned for the end of the instructional unit	- strategies that: a) require students to synthesize and apply the key elements b) require students to demonstrate learning in new or unfamiliar context (but not new learning) c) presents students with engaging challenging problems d) allows for individual student accountability
Note	- information from diagnostic assessments must not count towards the final grade	- formative assessment may be taken into consideration in determining the students' final grades	- formative evaluation may count towards students' final grades	- summative evaluation will always count towards students' final grades

Assessment Methods and Strategies

There are three assessment methods:

- paper-and-pencil (e.g., quiz, test, written examination);
- performance task (e.g., skill demonstration, role play, videotape);
- personal communication (e.g., student/teacher conference, oral examination).

Related to each of these categories are various types of assessment strategies. One critical professional judgment teachers must make is to appropriately match the assessment strategy to the type of learning being assessed. A variety of assessment strategies are available for allowing students to demonstrate their learning.

Assessment Tools

Assessment tools that may be used by the teacher and students (e.g., self- and peer assessment) to gather evidence of learning include: marking scheme, rating scale, anecdotal comments, checklist, and rubric. Teachers should choose assessment tools appropriate to the assessment task (e.g., a rubric for performance task strategies, marking scheme for paper-and-pencil strategies).

The Final Grade

The Ontario Curriculum, Grades 11 and 12, Program Planning and Assessment document states:

The final grade for each course will be determined as follows:

- Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

The final 30% (summative) evaluation should reflect the key learning of the course and the weighting of the Achievement Chart categories in relationship to the key learning. Teachers may use a variety of methods to determine the final 30% evaluation for the final grade. The following is suggested for this course.

Student-led Conference on Mentoring Others to Lead a Healthy Active Life (15%)

The conference is an opportunity for the student to:

- demonstrate leadership styles and skills (Units 1 and 3) (LEV.01, LEV.02);
- demonstrate the ability to promote healthy active living (Units 1 and 3) (RLV.03);
- mentor others (Unit 4) (PFV.01, PFV.02, PFV.03);
- apply safety practices and procedures (Units 3, 4, and 5) (PFV.04).

Reflection Assignment (15%)

Students draw on the contents of their portfolios to support an explanation of their learning. Portfolios should provide evidence of the planning, coordinating, promoting, and implementing done by students on their major health and physical education events. Students reference their portfolios to demonstrate the knowledge and skills they have attained. The assignment provides an opportunity for the student to:

- demonstrate leadership styles and skills (Units 1 and 3) (LEV.01, LEV.02);
- demonstrate an understanding of group development and teamwork skills (Units 2 and 3) (LEV.03, LEV.04);
- coordinate a detailed plan for an event (Unit 3) (RLV.01, RLV.02, RLV.03);
- apply safety practices and procedures (Units 3, 4, and 5) (PFV.04).

The portfolio should be a collection of evidence of the student's planning, coordinating, promoting, and implementing of his/her major health and physical education event. The portfolio may include:

- agendas and meeting minutes;
- job descriptions for sub-committees, volunteers, officials, etc.;
- a review of the needs assessment tools used and results;
- goals and objectives of the event;
- activity design;
- detailed action plan (e.g., task lists and timelines);
- potential problems and possible solutions or alternatives that were considered;
- marketing and promotional plans and samples;
- risk-management plan for the event;
- evaluation tool and results;
- final reflections and evaluation of the implementation of the planned event.

Teachers may include the reflection assignment as part of the student-led conference. This would provide the student with the opportunity to present his/her reflection assignment in relationship to the portfolio and address the mentoring all within one session with the teacher.

Accommodations

In the Unit Overview for Unit 3, accommodations have been identified to specifically address the activities. Teachers are encouraged to access the Special Education Companion from the *Ontario Curriculum Unit Planner* for additional suggestions. The teacher should consult individual student IEPs for specific direction on accommodation for individuals.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. The 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. The 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 from 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.

Amos, Sue and Susan Orchard. *Health and Physical Education, Grade 9-10, Plan, Assess and Report*. Barrie: Data Based Directions, 2001. ISBN 1-894369-16-5

Begun, Ruth Weltmann. *Ready-to-Use Social Skills Lessons and Activities for Grades 7-12*. New York: The Centre for Applied Research in Education, 1996. ISBN 0-87628-866-2

Canadian Association for Health, Physical Education, Recreation and Dance. *Moving to Inclusion*. CAHPERD, 403-2197 Riverside Drive, Ottawa, K1H 7X3 – www.cahperd.ca (Health and physical education resources)

Canadian Society for Exercise Physiology. *The Canadian Physical Activity, Fitness and Lifestyle Appraisal Guide*. 1996. ISBN 0-9691374-7-8

Canadian Intramural Recreation Association (CIRA) – www.intramurals.ca

Fitness Ontario Leadership Program, Ministry of Tourism and Recreation. *Fitness for Children and Youth*. 1989. ISBN 0-7729-6210-3

Halton District School Board. *Guidelines for Assessment and Evaluation of Student Achievement, Principles and Standards for Effective Practice*. 1999.

Harper, Mark, Ken O'Connor, and Marilyn Simpson. *Quality Assessment: Fitting the Pieces Together*. Toronto: Ontario Secondary School Teachers Federation, July 1998. ISBN 0-920930-47-6

Johnson, D.W. and F.P. Johnson. *Joining Together, 5th Edition*. Allyn and Bacon, 1994.

Johnson, D.W. and F.P. Johnson. *Joining Together, Group Theory and Skills, 7th Edition*. Allyn and Bacon, 2000.

Leisure Information Network – www.lin.org

Ministry of Education. *Course Profile, Grade 9, Public Healthy Active Living Education, Open*. Queen's Printer for Ontario, 1999.

Ministry of Education. *Course Profile, Grade 10, Public Healthy Active Living Education, Open*. Queen's Printer for Ontario, 1999.

Ministry of Education. *Course Profile, Grade 11, Public Healthy Active Living Education, Open*. Queen's Printer for Ontario, 2000.

Ministry of Education. *Course Profile, Grade 11, Health for Life, Open*. Queen's Printer for Ontario, 2000.

Ontario Physical and Health Education Association. *Ontario Health and Physical Education Support: Grades 9 and 10*. Toronto: OPHEA, 2000.

Ontario Physical and Health Education Association. *Physical Education: Ontario Safety Guidelines: Secondary Curricular Guidelines*. Toronto: OPHEA, 1997.

Ontario Physical and Health Education Association. *Physical Education: Ontario Safety Guidelines: Secondary Interschool Guidelines*. Toronto: OPHEA, 1999.

Ontario Physical and Health Education Association – www.ophea.net

Randazzo, Deborah and Kris Coreless. *Activity for Everyone*. Virginia: American Association for Active Living.

Russell, Ruth V. *Leadership in Recreation, 2nd Edition*. McGraw-Hill, 2001. ISBN 0-07-012330-6

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.

Unit 3: Eventful Events (Recreation and Leisure Facilitation)

Time: 48 hours

Unit Description

Unit 3 provides students with multiple opportunities to develop an understanding of the event planning process. Students demonstrate the ability to coordinate the planning, organizing, and implementation of a major health and physical education event. Using the steps in the event planning process (i.e., needs assessment, setting goals, identification of tasks and resources, action plan, promotion, implementation, evaluation), students coordinate a series of health and physical education activities/events increasing in complexity throughout the course. They begin their learning by participating in a class event organized by the teacher within the first few weeks of the course (e.g., Grade 9 Student Welcome, Spirit Week, Winter Carnival). Additional in-class lessons/tournaments/events organized by small groups provide opportunities for students to practise and develop the necessary skills prior to coordinating their individual major health and physical education event (e.g., intramural tournament, tournament for a co-curricular school sport, health fair, one-day special event in the school or community). During the events, students promote the benefits of lifelong participation in recreation and leisure activities.

Strand(s) & Learning Expectations

Strand(s): Leadership, Facilitation of Recreation and Leisure, Physical Fitness and Well-Being

Overall Expectations: LEV.02, LEV.04, RLV.01, RLV.02, RLV.03, PFV.04.

Specific Expectations: RL1.01, RL1.02, RL1.03, RL2.01, RL2.02, RL2.03, RL2.04, RL3.01, RL3.02, RL3.03, RL3.04, RL3.05, LE2.01, LE2.02, LE2.03, LE2.04, LE3.03, LE4.01, LE4.02, LE4.03, LE4.04, PF4.02.

Unit Synopsis Chart

Activity	Time	Learning Expectations and Achievement Chart Category	Assessment/Evaluation
1 Promoting the Benefits of Recreation and Leisure	8 hours	RL3.02, C RL3.01, C RL3.05, K/U RL3.02, C RL3.01, C RL3.03, K/U RLV.03, A RLV.01, A RL1.01, A RL1.02, A RL1.03, K/U RL3.04, A LEV.04	- Formative peer assessment of the benefits, motivators, and barriers of recreation and leisure identified through case studies - Formative evaluation of a case-study assignment related to the benefits, motivators, and barriers of recreation and leisure - Formative assessment of the bulletin board display of career opportunities - Formative evaluation of the Promotional Strategies Analysis worksheet - Formative assessment of the event proposal, including survey results and potential school/community partners - Formative peer assessment of teamwork during physical activities
2 Planning the Event	8 hours	RLV.02, A RL2.01, A PF4.02, C LEV.04, A	- Formative self-, peer, and teacher assessment of the implementation of the plan to run a novel/unique classroom event - Formative peer assessment of teamwork during the events

Activity	Time	Learning Expectations and Achievement Chart Category	Assessment/Evaluation
3 Developing an Action Plan	2 hours	RLV.02, A RL2.02, A LEV.02, A LE2.01, A LE2.02, A	- Formative assessment of the detailed action plan, including tasks, individual responsibilities, and timelines -Formative self- and peer assessment of decision-making skills during group work
4 Promoting and Marketing the Event	3 hours	RLV.03, A RL2.03, A RL3.04, A	- Formative assessment of the analysis of promotional materials at learning stations - Formative assessment of the promotional plan for the major event
5 Convening Safe Health and Physical Education Events	2 hours	PFV.04, A PF4.02, C	- Formative assessment of students' understanding of safe practices and procedures during the gymnasium safety inspection
6 Convening Successful Health and Physical Education Events	1 hour	RLV.02, A RL2.04, T/I	- Formative assessment of the evaluation tool for the major event
7 Putting It All Together	24 hours	LEV.02, A LE2.01, A LE2.02, A LE2.03, A LE2.04, A LEV.04, A LE3.03, T/I LE4.01, A LE4.02, A LE4.03, A LE4.04, A RLV.03, A RLV.02, A RL2.01, A RL2.02, A PFV.04, A PF4.02, C RL2.04, T/I	- Formative self- and peer assessment and teacher evaluation of leadership skills (i.e., communication, the decision-making, strategies to minimize conflict, time management) during small group events - Formative self- and peer assessment and teacher evaluation of teamwork skills (i.e., group roles, respectful behaviour, responsibility, participation) - Formative self- and peer assessment and teacher evaluation of promotional strategies during small group events - Formative self- and peer assessment and teacher evaluation of planning, coordinating, and implementing a detailed event plan for a small group event - Formative self- and peer assessment and teacher evaluation of the application of safety practices and procedures during the small group events - Formative self- and peer assessment and teacher evaluation of the small group events

Unit Planning Notes

This unit runs throughout the course. It provides students with a recognized conceptual framework for planning events of any kind and the opportunity to practise applying the framework in a variety of different situations. The unit must be introduced early in the semester to allow adequate time to learn the steps in the event planning process, apply them in progressively more challenging contexts, and demonstrate them in a major health and physical education event. Allow class time on a regular basis for students to develop their individual major event action plans.

To ensure that students practise applying the event planning process in progressively more challenging events and in a more independent manner, consider:

- Class Event – every member of the class participates in an event facilitated by the teacher (e.g., Grade 9 Student Welcome, Elementary School Sport Tournament, Terry Fox Run, Hoops for Heart, Jump Rope for Heart).
- Small Group Events – students work in a small group (e.g., groups of three or four) to organize an in-class lesson, activity, or event for their peers or another class.
- Major Health and Physical Education Event – students work individually to coordinate a major event (pre-approved by the teacher) within the school or community. (Consultation with the school administration will be important.)

Schedule of Planning Time

	Class Event	Small Group Events	Major HPE Event
Activity 1	The teacher: - runs a class event within the first two to three weeks of the course; - convenes the event. Students: - volunteer for different roles to help run the event; - observe the complexities of convening an event.	Students: - participate in the events developed by small groups through the Design a Game grid to develop an understanding of needs assessment surveys and goals.	The teacher: - outlines the components of the major health and physical education event; - explains how the smaller group events are assessed and the major event is evaluated. Students: - develop a needs assessment survey; - submit the written proposal for the event.
Activity 2	The teacher uses the class event: - as a model to trigger the initial class discussion related to the event planning process; - to outline different types of tasks and roles involved in convening an event.	Students (in groups of six): - work through the steps related to the Events Planning Cycle when organizing their novel/unique event; - identify the different types of tasks and assign roles; - develop mini risk-management plans; - implement and debrief their novel/unique events.	Students: - use the Event Planning Process template to begin planning their event.

	Class Event	Small Group Events	Major HPE Event
Activity 3	The teacher: - provides the action plan used to organize the class event as an example.		The teacher: - returns the written proposals and provides feedback to students; - provides feedback on students' action plans. Students: - use the action plan outline during class to begin planning their event and continue the planning outside of class time.
Activity 4			Students: - begin a promotional plan for their event.
Activity 5			Students: - review the safety guidelines checklist for their event.
Activity 6			Students: - begin preparing the criteria and evaluation tool for their event.
Activity 7		Students (in small groups): - organize an in class activity or event for their peers or another class in the school; - practise applying the knowledge and skills learned to date.	Students convene their own event. The event may take place at any point throughout the course as long as students have ample opportunity to learn and practise through Activities 1 to 7

Liaise with other teachers and community members to determine a variety of event needs for students to pursue and convene as their major health and physical education event.

Prior Knowledge & Skills

To successfully accomplish the activities in this unit, students should have:

- knowledge and skills related to leadership and group development (from Unit 1);
- the ability to use a rubric or checklist to assess self and peers;
- knowledge of facilitating groups and conflict-resolution skills (from Unit 2);
- knowledge of time-management skills.

Teaching/Learning Strategies

Focus on providing students with real opportunities to learn and practise before demonstrating their knowledge and skill as leaders. In the first two or three weeks, use a class event to model the components of the event planning process and demonstrate the complexity of planning, coordinating, and implementing recreation/leisure events. Debrief the event (see Activity 2) with the class to begin the learning process.

Provide multiple practice opportunities within the class and other activity classes in the school (see Activities 1, 2, and 7) to plan and coordinate small group events.

Assessment & Evaluation of Student Achievement

Students demonstrate their recreation/leisure facilitation and leadership skills.

- Half (15%) of the final 30% evaluation includes a reflection assignment that draws on the contents of a portfolio to support the student's explanation of his/her learning as the convener of a major health and physical education event.
- The evaluation of other key learning related to the application of skills, demonstrated while convening the major health and physical education event, will be part of the 70% since the events take place at various points throughout the course.

Accommodations

- Provide a visual outline of lessons on the board, overhead, or handout.
- Provide key visuals or graphics organizers for assignments as an alternative.
- Partner students to work with appropriate people or resources.
- Provide key vocabulary or reference notes.
- Assist students to recall prior knowledge before introducing new information.
- Use appropriate visual material rather than print material to convey information.

Access the Special Education Companion from the *Ontario Curriculum Unit Planner* for additional suggestions to ensure the success of exceptional students. Teachers should also refer to the exceptional students' IEP to ensure that recommendations are followed.

Resources

Eldred, Linda. *The Program Planner's Workbook*. Bloomington, Indiana: Association of College Unions-International, 1985.

Dattilo, John, Ph D. *Leisure Education Program Planning, A Systematic Approach*, 2nd ed. Venture Publishing, Inc., 1999.

DeGraaf, Donald, Debra Jordan, and Kathy DeGraaf. *Programming for Parks, Recreation, and Leisure Services*. Venture Publishing, Inc., 1999.

Russell, Ruth. *Planning Programs in Recreation*. C.V. Mosby Company, 1982.

Lundergren, Herberta and Patricia Farrell. *The Process of Recreation Programming, Theory and Techniques, 3rd Edition*. Venture Publishing Inc., 1991.

Activity 1: Promoting the Benefits of Recreation and Leisure

Time: 8 hours

Description

Students explore the benefits of recreational and leisure activities and demonstrate the ability to promote these benefits. They describe motivational factors and barriers to lifelong activity and identify promotional strategies used to market recreation as an essential service. As a result of this learning, related career opportunities are identified and researched. In an effort to connect the benefits of recreational and leisure activities, students build an understanding of the importance of doing a needs assessment prior to organizing an event. They develop, distribute, and analyse surveys to determine the event to organize and how to plan their individual major health and physical education event.

Strand(s) & Learning Expectations

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

Overall Expectations

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

RLV.03 - demonstrate an ability to promote the benefits of lifelong participation in recreational and leisure activities;

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

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;

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.

Prior Knowledge & Skills

To successfully accomplish the activity, students should have:

- group work skills;
- knowledge of healthy lifestyle choices and the benefits of physical activity (from previous grades);
- note-taking skills (e.g., using graphic organizers);
- leadership skills.

Planning Notes

- Collect promotional material (e.g., brochures, recreation program booklets, magazines, promotional video clips, newspapers) related to recreation and leisure programs, equipment, fashion, events, etc.
- Collect or develop case studies that include examples of benefits, motivational factors, and potential barriers to participation in recreation and leisure activities.
- Book computers with *Choices* or *Bridges* (computer programs containing information on career choices and educational requirements), where available.
- Provide a handout to student groups for analysing promotional materials.
- Prepare a Design a Game strategy grid on Bristol board.
- Plan time for the presentation of games. Consider the length of each game, order of group presentations, equipment availability, and gym space.

Teaching/Learning Strategies

Day One

1. a) Outline the components of the major health and physical education event that each student will plan, coordinate, and implement during the course. Explain that students gradually build their knowledge and skills through smaller and less complex events (e.g., in-class activities and tournaments) before they are expected to convene their major event. Provide a brief overview of the learning opportunities (e.g., determining the event, developing an action plan, promoting the event).
- b) Students are given opportunities to learn and practise the key event planning skills in progressively more challenging events and in a more independent manner. In the first few weeks, an event is held as a model so that every member of the class can participate in and observe a successful event. The teacher facilitates the event and students volunteer to take on various roles (e.g., timer, greeter, referee, scorer, equipment manager). Students begin thinking about what works well and the challenges they will face when they run their own major health and physical education event.
2. a) Divide the class into small groups (e.g., three or four students) and distribute chart paper and markers to each group. Draw a Venn diagram (see graphic organizers in the *Ontario Curriculum Unit Planner*) on the board, identifying the main circles as Recreation and Leisure. Ask groups to reflect on their knowledge of recreation and their knowledge of leisure. Students jot down all their thoughts and ideas related to each term in the appropriate circle. The commonalities of each term should be placed in the middle where the circles overlap. The groups discuss the similarities and the differences. As a class, students share their thoughts and ideas. Use the information gathered during class discussion to develop a common understanding of the terms.

Dictionary Definitions

Recreation- “any form of amusement, relaxation or sport”

Leisure- “freedom from work, spare time”

“In ordinary language today, leisure most commonly means, “time at one’s own disposal”. . . . Most people think of leisure as time free from obligation. In everyday speech, Recreation means, “what you do to be amused or refreshed”. . . . Most people can easily explain what they do for recreation, and they know when they are recreating. The root of the word is to re-create: to create oneself anew, implying that you are putting yourself back together again, presumably after suffering through the day’s obligation.”

Bammel and Bammel. *Leisure and Human Behaviour*, 2nd ed. Wm. C. Brown Publishers, 1982.

- b) Students return to their small groups to brainstorm and list:
 - the benefits of recreation and leisure, using the guidelines Personal, Social, Economic, and Environmental;
 - potential barriers that affect lifelong participation in recreational and leisure activities, such as: motivation, money, availability of programs, availability of resources/facilities, social acceptance, cultural norms, family values, health, and disability.
- c) Bring students back as a large group to develop a class list of the benefits and potential barriers. Discuss the benefits of lifelong participation in recreation and leisure. Point out that this will be the promotional focus for all of the events students (as small groups and individuals) coordinate and plan. Students should enter key points from the list and discussion into their notebooks.
3. a) Provide the small groups with case studies to read and discuss. Students identify and discuss:
 - benefits of recreation and leisure;
 - motivational factors for participation in recreational activities;
 - potential barriers that affect lifelong participation in recreational activities.Students cross-reference with the class list to determine whether they have addressed everything. They use a communication rubric for peer and self-assessment.

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- b) Provide a new case study as an in-class assignment for evaluation. Students individually read the case study and respond in writing. The evaluation addresses their knowledge of the benefits, motivational factors, and potential barriers in recreational activities and their communication skills.

Day Two

1. a) Students identify and research career opportunities in the field of recreation and leisure. They complete a career information template, outlining specifics about each job and the type of training required to do each job. Research options may include:
 - i) arranging for computer access so the class can explore *Choices* or *Bridges* career software, where available;
 - ii) arranging for computer access so the class can explore the Internet;
 - iii) distributing recreation/leisure brochures and post-secondary institution program booklets.
- b) Students build a bulletin board outlining the variety of careers related to the field of recreation and leisure (e.g., municipal recreation, YMCA/YWCA, senior citizens' services, boys and girls clubs, colleges, universities, youth service organizations, and fitness centres).
- c) Discuss the types of jobs that have been researched and posted. Provide students with anecdotal feedback on their knowledge of career opportunities in recreation and leisure.
- d) Continue to add careers throughout the course to the display.

Day Three

1. a) Students collect a variety of promotional materials related to recreation and leisure and bring them to class. Materials may include posters, flyers, brochures, radio clips, television infomercials, press releases, displays, table tents, newspaper articles, various media ads, radio or television interviews, letters to targeted audiences, etc.
- b) Display the different materials around the classroom. Students work with a partner to examine the materials and outline the variety of promotional strategies that are exhibited.
- c) Lead a class discussion regarding the promotional strategies. Identify:
 - how the strategies are used to market recreation and leisure;
 - the advantages of certain promotional strategies over others;
 - situations that invite certain marketing tools.
- d) Partner groups choose one of the sample promotional materials to analyse. Provide students with a Promotional Strategies Analysis worksheet for them to submit for formative evaluation. The focus of the analysis should be students' ability to demonstrate what they have learned about the relationship between promotional strategies and the benefits, motivating factors, and potential barriers in recreation and leisure. Students should identify whether the promotional material they analyse promotes lifelong participation and why it does or doesn't.

Day Four

1. a) To introduce the needs assessment concept, students participate in an activity that emphasizes the importance of assessing needs prior to taking action or making a plan.
Example: Wilderness Survival – Students individually select five people (e.g., famous people, family members, classmates, friends, professionals) and five items they would hope to have with them if they were stranded in the Canadian wilderness.
- b) Review Maslow's hierarchy of needs and provide specific examples of individual needs.
- c) In triads (groups of three), students assess how adequately they individually addressed their needs by the choices they made in *Outward Bound Survival*. The groups make new choices based on what they learned. They develop a group list of choices and prepare to justify their choices to one other triad during a brief presentation.

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2. a) Present the definition of needs assessment and the associated concepts:
 - Why do a needs assessment? (to assist the group in determining the needs of the target group for whom the event is being planned)
 - What is a needs assessment? (a formal collection of identified needs)
 - b) Students discuss the following statements.
 - Any event plan should be based on prioritizing the identified needs and include selecting the identified needs with the highest priority for action and resolution.
 - A formal assessment of needs should include all the potential participants and the community partners who may be involved.
 - c) As a class, discuss event plans, possible needs assessment tools (e.g., written survey, phone survey, interview, interest checklists, former records, committee brainstorming, public meetings, prior experiences, etc.), and the pros and cons of each method.
 - d) For homework, ask students to think about an event they would like to organize as their major health and physical education event. Students develop one open-ended question survey focusing on the event they are considering running and the needs of the client group that would participate. They should use the survey with at minimum of 20 of their school peers. The school peers should be part of the targeted client group (e.g., give the survey to the girls on the junior soccer team and the coach of teams in the area if you are planning a Junior Girls' Soccer Tournament).
 - e) Students tabulate the survey results to determine whether there is a need for the event and begin to identify possible school/community partners. Ensure students understand that they will use the identified needs and feedback from the survey to plan their major event. **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.
3. Present the concept of setting goals when convening events. Students review the information they gathered through the needs survey to assist them in developing appropriate goals for their major event. Students record the needs and goals on chart paper and post the information on the wall. The class circulates around the room and assesses whether the goals students have chosen for their events match the identified needs from the surveys. Peers provide feedback to peers by making notes on the chart paper where appropriate. Remind students that the underlying goal of any event should be to promote the benefits of lifelong participation in recreational and leisure activities.
 4. Students submit a written proposal of their major health and physical education event. The proposal should outline how the event will meet the identified needs of the targeted client group. The proposal must incorporate survey results and potential school/community partners. Remind students of the expected learning that the proposal should demonstrate (e.g., RLV.01, A; RL1.01, A; RL1.02, A; RL1.03, K/U). The teacher assesses the proposal and provides feedback on a checklist.

Day Five

1. The Design a Game activity focuses on the challenges of organizing an activity/event that addresses the variety of needs of different participants and sets appropriate goals and objectives. Put students into groups of four. Outline the rules:
 - One person in the group rolls the die.
 - The number on the die indicates the parameters the group works with in designing a game.
 - Pre-determine and jot down the needs of the participants.
 - Set the goals and objectives of the new game.
 - Design a game to address the needs within the parameters outlined by the die choice.

Sample Design a Game Grid

Parameters	# of participants	Characteristics	Playing Area	Equipment
1	2	Pre-schoolers	Gym	Unlimited
2	3-7	6-10 year olds	Playground	Six tennis balls
3	8-11	11-14 year olds	Play Structure	Hoops
4	12-15	15-19 year olds	Ice Rink	Volleyballs
5	16-23	20-39 year olds	Pool	Nil
6	25+	40+ year olds	Backyard	Frisbees

Days Six to Eight

1. Students may present their games to the class; the class participates in the new games. Debrief the games by asking students to address whether they believe the game would have addressed the needs of the target group. Why or why not?
2. Remind students of the features of good teamwork. Use a teamwork rubric to review students' demonstrations. Each day, give students a different classmate to observe during the games. Students complete the teamwork rubric for the assigned student at the end of each day of physical activity. Provide the peer feedback (assessment) to each student at the beginning of the next day.

Assessment & Evaluation of Student Achievement

The teacher and students gather evidence of learning expectations outlined for this activity through:

- formative peer assessment of the benefits, motivators, and barriers of recreation and leisure identified through case studies using a checklist (RL3.02, RL3.01);
- formative evaluation of a case-study assignment related to the benefits, motivators, and barriers of recreation and leisure using a checklist and communication rubric (RL3.02, RL3.01);
- formative assessment of the bulletin board display of career opportunities by providing anecdotal comments related to the information posted (RL3.05);
- formative evaluation of the Promotional Strategies Analysis worksheet using a marking scheme (RL3.02, RL3.01, RL3.03, RLV.03);
- formative assessment of event proposal, including survey results and potential school/community partners, using a checklist (RLV.01, RL1.01, RL1.02, RL1.03, RL3.04);
- formative peer assessment of teamwork during physical activities using a teamwork rubric (LEV.04).

Resources

Kish, Leslie. *Survey Sampling*. John Wiley and Sons Canada, Limited, 1995. ISBN 0471109495

Professional Online Survey Tools

Survey Monkey – <http://surveymonkey.com/>

Instant Survey – www.instantsurvey.com

Activity 2: Planning the Event

Time: 8 hours

Description

Students learn the steps in the event planning process. They apply the steps in the development and implementation of their major health and physical education event to reflect the needs and abilities of the participants. Students explore the responsibilities of leading and being a part of a committee with designated job descriptions and related expectations. Risk management is highlighted as a significant responsibility of each convener.

Strand(s) & Learning Expectations

Strand(s): Leadership, Facilitation of Recreation and Leisure, Physical Fitness and Well-Being

Overall Expectations

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

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

Specific Expectations

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);

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);

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.

Prior Knowledge & Skills

To successfully accomplish the activities in this unit, students should have:

- group work skills;
- effective communication skills;
- knowledge of personal safety and injury prevention (attained in previous grades);
- knowledge of health and physical education events through personal participation or observation;
- self- and peer assessment.

Planning Notes

- Provide a handout outlining tasks, roles, and responsibilities for an event.
- Consider predetermining group selection to ensure equal opportunity for success and inclusion within each group of six for the novel/unique class event.
- Develop an overhead with a risk management statement to prompt class discussion.
- Provide a handout with information on running effective meetings (e.g., setting an agenda, Roberts Rules of Order, group norms, group roles).
- Provide a handout on the event planning process with details for each step.
- Develop an Event Planning Process template for students.

Teaching/Learning Strategies

Day One

1. a) As a class, brainstorm all the details that must be addressed when organizing an event. Use the class event held at the beginning of the course as a model to trigger ideas. Ask students to think about an event they recently attended or watched on television (e.g., school soccer tournament, professional sport game, Olympics) to initiate additional thoughts. Write all of the ideas on strips of paper and post on the wall or board.
b) After all of the details have been posted, students work in groups of three or four to determine the factors they believe need to be considered to organize a successful event. Groups record their ideas on chart paper and post them.
c) Use students' lists to lead a discussion on factors that determine the success or failure of events. Organization should be one of the key factors identified by the groups.

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- d) Present the steps in the event planning process:
 - Assess the needs of the target group.
 - Develop the purpose and goals for the event.
 - Determine tasks that need to be done to convene the event.
 - Develop the action plan (e.g., to-do lists of what, where, when, how, and who).
 - Implement the action plan.
 - Evaluate the success of the event.
 - e) Work through the steps of the event planning process by sorting and classifying the strips of paper (from 1a) under the appropriate step. Focus on step three (tasks). Cluster the tasks into smaller categories that represent specific roles and responsibilities. Discuss how tasks, roles (including sub-committees), and responsibilities might be organized (e.g., budget person).
 - f) Provide a student handout outlining the six steps in the event planning process and the details related to each step. Use the class event as an example to reinforce the tasks, related roles, and challenges that are typical of a health and physical education event.
2. a) Divide the class into small groups (no more than six per group). Each group chooses a novel/unique event (e.g., Beach Ball Volleyball Tournament, Bean Bag Curling Tournament) that they will be responsible for running in one period for the class (or another class in the school).
 - b) Groups work through the steps of planning an event (i.e., event planning process) to organize and implement their class activity. Students consider:
 - the needs of their peers in relationship to the novel/unique event they have chosen to organize;
 - the purpose and goals of running the activity;
 - tasks to be done (e.g., check equipment, prizes, type of tournament play, organize teams);
 - the breakdown of tasks into a more specific things to-do list;
 - job titles and responsibilities for each group member based on the plan and tasks to be completed prior to and during the activity (e.g., making funny prizes for the team who wins the most number of games).

Day Two

1. Provide time for the groups of six to review their plans.
2. a) Ask students about the kind of tasks and roles they assigned one another. Explain that the jobs and related tasks for any event depend on the size and complexity of the event (e.g., the Olympics involves numerous events over many days and thousands of participants and visitors). Students begin to think about how their major event will be more complex than the event they planned the previous day. Students brainstorm the different types of tasks and roles for the major events. Job descriptions for the major health and physical education event could include:
 - event chairperson (e.g., coordinates and oversees everything related to the event);
 - finance/budget person (e.g., is responsible for setting the budget and then tracking the related revenue and expenses);
 - publicity person (e.g., develops and implements a plan for communication, marketing, and promotion);
 - paperwork or administrative assistant (e.g., responsible for taking notes at the group planning meetings);
 - specific event person (e.g., responsible for a specific event, such as high jump, run within a larger event, such as Track and Field);
 - protocol or hospitality person (e.g., welcomes and registers participants; makes arrangements for snacks, meals, and accommodations where appropriate; opening and closing ceremonies);
 - equipment manager (e.g., orders, examines, sets up, and safety checks all equipment).

- b) Ensure that student conveners understand that they are not responsible for doing everything related to their major event. They should ask for volunteers (e.g., classmates, friends, junior students) to help out. Provide a sample for students to begin thinking about the different tasks and roles.

Sample Tasks and Role Descriptions

Event: Grade 9 Welcome

Student Event Chairperson:

- lead the planning, organization, coordination, and implementation of the event;
- clarify the goals and objectives of the event (e.g., to ensure that new students entering Grade 9 feel part of the fabric of the school, know where things are, know how the school operates);
- engage and motivate others to assist with tasks;
- lead sub-committees in reporting progress from beginning to end;
- lead debriefing (evaluation) after the event.

Staff Advisor:

- encourage class support when students have event planning issues/problems
- support the students’ planning process (e.g., provide materials, advice, safety reminders)
- approve and sign posters, announcements

Sample Sub-Committees and Job Descriptions:

Specific Event Volunteer	Promotion	Paperwork	Protocol
- review the schedule for the event - review the rules for the event - write instructions and equipment lists for the event - locate event station on map - request and then assign volunteers to jobs	Internal: - make posters - speak to each Grade 9 class - make announcements - electronic bulletin board announcement - take photos and post photo collage External: - message on outdoor sign - media release - press package - meet and greet press	Prepare Team Leaders’ Clipboards: - team names - lists of team members - map - schedule Prepare Score Tabulation Sheet Prepare Game Leaders’ Clipboards: - station score sheets - game signs	Opening Ceremonies: - announcer - script - PA System - Spirit Squad Refreshments: - order and pick up - run the station - clean up drink area Closing Ceremonies: - announcer, script - obtain prizes - clean up announcers’ area

- c) Groups consider the role of the staff advisor. All events should have a responsible adult, affiliated with the school, overseeing the plan. Have students discuss what this person (e.g., teacher, coach) should be responsible for (e.g., signing posters prior to being put up in the community or school).

Note: The classroom teacher is the staff advisor overseeing all events. Other school staff members (e.g., health and physical education teachers, team coaches, elementary teachers) may work with the classroom teacher and student to organize an event (e.g., students who run a small class event for a Grade 9 class will have the support of their Recreation Fitness and Leadership teacher and the teacher of the Grade 9 class).

3. a) Another task that may not be obvious to student conveners is ensuring the safety of participants and spectators at events. Risk management is a key component of the event planning process. The teacher introduces the concept of safety procedures and practices as a significant responsibility of each convener by putting the following points on an overhead to trigger class discussion.
- There an element of risk in all physical activities.
 - Risk management involves developing procedures to help minimize the risk of any accident or injury.
 - Safety awareness, practised by all involved (e.g., participants, spectators, conveners, volunteers, coaches, teachers) and based on up-to-date information, common sense, observation, action, and foresight, is the key to safe programming.
 - Safety guidelines focus attention on safe procedures for sport to minimize the inherent element of risk.
- b) Divide the group of six into two smaller groups for this activity. Provide each group with an envelope. Each envelope should have 17 risk management headings written on slips of paper and 17 sets of questions written on slips of paper. Groups place all slips of paper on a desk so they can manipulate the pieces and match up the headings with the corresponding question(s).

Risk Management Headings	Related Questions
Pre-Activity Facility Safety Check	Are there potential hazards in the facility you are planning to use for your event?
Correct Technique	Can doing an exercise or performing a skill incorrectly cause an injury?
Emergency Action Plan (EAP)	Do you have an EAP in place? Have you had a “dry run”?
Approved Properly-fitted Personal Equipment	Will your participants need to use personal equipment? How will you assure that it fits properly and is approved (where applicable)?
First Aid Kit	Does your activity/event require any additional first aid equipment or supplies? Where will the first aid kit be located during your activity?
Sequence of Activity	Why are warm-ups before activity and cool-downs after activity so important? Do you need to plan a warm-up for your activity/event?
Knowledge of Care for Soft Tissue Injuries	What does PIER stand for? (pressure, ice, elevate, restrict) What does SHARP stand for? (swelling, heat, altered function, redness, pain)
Accurate Assessment of Serious Injuries	Who is on hand who is qualified to assess serious injuries?
Precautions regarding Blood and Body Fluids	Why is this important? What are the procedures?
Medical Information Form	How will you know if your participants have any pertinent medical conditions?
Safety Checked Equipment	What could go wrong with equipment? Who will check the equipment?

Risk Management Headings	Related Questions
Appropriate Supervision	What level of supervision is required for your activity/event? Who will supervise?
Participant Readiness (physical and psychological)	How can you show that the participants are prepared to complete the activity/event you have planned? Will participants feel pressured to try something they perceive to be risky?
Referees, Coaches, and Participants' Commitment to Safety and Fair Play	How can you assure that everyone has safety and fair play in mind?
Prevention of Overuse Injuries	What is the potential for overuse injuries in this activity/event?
Return to Activity after Injury Protocols	How can you be sure that participants are ready to take part after an injury?
Accident Reports and Follow-up	What can you learn from an accident that has occurred?

Note: More information regarding the headings can be accessed in the Ontario Physical and Health Education Association, *Physical Education: Ontario Safety Guidelines: for Secondary Curricular and Secondary Interschool Activities*.

- c) When groups believe they have matched all the headings and questions correctly, give them the answer sheet to check their work.
4. Students return to their groups of six. Provide time for each group to work through the risk management headings and determine the aspects of risk management they need to pay attention to when they run their event. The groups develop a mini risk-management plan.

Risk Management Heading	Specific Task(s) for the Novel/Unique Event

5. Students should have developed a better understanding of all of the tasks and respective roles that will need to be filled when they organize their major event. Connect students' learning about the challenges of effective leadership and team building from Units 1 and 2 to the role they will play as conveners of major events. Discuss strategies for acquiring volunteers, motivating them to complete tasks effectively, and maintaining their enthusiasm throughout the event.
6. Running effective meetings is part of the role of the convener when working with volunteers. Provide students with a handout that outlines key information related to running an effective meeting. Briefly review the most significant components and make connections to prior learning about effective groups/teamwork (from Unit 2: Better Together).
7. Provide time for the groups to complete the planning for their novel/unique event and ensure that all members of the group have been assigned a role and related tasks. Remind students that they will peer assess the group members at the completion of the activity using a teamwork rubric. Organizing and implementing the event provide an opportunity for students to practise their teamwork skills to achieve positive results.

Days Three to Seven

1. Have groups run their novel/unique events for the class. Debrief each group's experience at the end of each event. Ask the class to identify what was successful and what the group could do differently the next time to improve the event. Provide a checklist to ensure that the discussion and anecdotal feedback is based on the key components of the event planning process.
2. Peers provide individual feedback to their group members using a teamwork rubric.

Day Eight

1. Distribute an Event Planning Process template for students to begin working through the process of planning their major health and physical education event. The template should include space for students to begin planning and recording related information based on everything they have learned about organizing an event to date, including:
 - the needs of the target group based on the needs assessment survey;
 - the purpose and goals for the event;
 - tasks that need to be done;
 - the roles and/subcommittees that need to be established.
2. Circulate and provide students with anecdotal feedback as they begin planning. Students are expected to complete the template in their own time before Activity 3, when they will extend the overview into a more specific plan of action.

Assessment & Evaluation of Student Achievement

The teacher and students gather evidence of learning expectations outlined for this activity through:

- formative self-, peer, and teacher assessment of the implementation of the plan to run a novel/unique classroom event using an event planning checklist and anecdotal feedback (RLV.02, RL2.01, PF4.02);
- formative peer assessment of teamwork during the implementation of the novel/unique classroom events using a teamwork rubric to provide individual feedback (LEV.04).

Resources

Eldred, Linda. *The Program Planner's Workbook*. Bloomington, Indiana: Association of College Unions-International, 1985.

DeGraaf, Donald, Debra Jordan, and Kathy DeGraaf. *Programming for Parks, Recreation, and Leisure Services*. Venture Publishing, Inc., 1999.

Dattilo, John, Ph D. *Leisure Education Program Planning, A Systematic Approach, 2nd Edition*. Venture Publishing, Inc., 1999.

Ontario Physical and Health Education Association. *Physical Education: Ontario Safety Guidelines: Secondary Curricular Guidelines*. Toronto: OPHEA, 1997.

Ontario Physical and Health Education Association. *Physical Education: Ontario Safety Guidelines: Secondary Interschool Guidelines*. Toronto: OPHEA, 1999.

Russell, Ruth. *Planning Programs in Recreation*. C.V. Mosby Company, 1982.

Lundergren, Herberta and Patricia Farrell. *The Process of Recreation Programming, Theory and Techniques, 3rd Edition*. Venture Publishing Inc., 1991.

Activity 3: Developing an Action Plan

Time: 2 hours

Description

Students begin to develop their action plans (i.e., detailed plans that specify who, what, where, when, how) to implement their major health and physical education event. They practise communication and decision-making skills during class activities.

Strand(s) & Learning Expectations

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

Overall Expectations

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

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

Specific Expectations

RL2.02 - design an action plan (i.e., a plan that specifies what, when, how, who, how much) to implement the event;

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 the strategies that facilitate the decision-making process, taking into consideration self, others, and available resources;

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

Prior Knowledge & Skills

To successfully accomplish the activity, students should have:

- decision-making skills;
- effective communication skills;
- group work skills;
- knowledge of a health and physical education events through personal participation or observation;
- an understanding of appropriate behaviour when working with members of the community.

Planning Notes

- Develop an outline of an action plan that can be referenced when developing a template with the class.
- Develop scenarios to identify realistic problems that can arise in health and physical education events.
- Develop or access a decision-making rubric that addresses the steps for making wise decisions.

Teaching/Learning Strategies

Day One

1. In Unit 3, Activity 1, students submitted their individual written proposals for their major event (Day Four), designed to meet the identified needs of the target group. The teacher should have assessed the proposals and returned them to students to make the necessary revisions. Students use the written proposals and completed event planning process templates to begin learning about developing action plans.
2. a) Outline the organization, intent, and key consideration of an action plan.
 - What are the headings for the organization of an action plan? (e.g., a to-do list of what, where, when, how, who)
 - How is an action plan helpful? Why should each convener develop an action plan? (e.g., organize and plan the details, make sure that the convener doesn't forget to do something critical to the event, set up preventative measures/strategies for problems)
 - What are some of the key considerations in an action plan? (e.g., setting up the plan to act as a checklist to manage tasks and time)

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- b) Distribute an action plan outline/template to the class. Discuss the components of the plan with the class. The outline/template should identify the specific tasks that must be completed to implement an event. Each task must be assigned to a group member, job descriptions detailed, and timelines for completion set. What, where, when, how, and who should be used as guidelines to build the outline. Discuss how the action plan can be used to support time-management skills.
 - c) Distribute a copy of the action plan developed by the teacher to organize the class event as an example for students to examine and discuss. The plan provides students with an example of the amount of detail expected in the action plans for their major events.
 - d) Students use the outline to plan their major health and physical education event. Circulate and provide students with anecdotal feedback. Students complete the action plan on their own time. Students should have it available as they coordinate and implement their event and then include it as part of their major event portfolio.

Day Two

1.
 - a) Remind students that the action plan for their event should address the needs of the target group and, therefore, specific types of organization might be necessary to achieve the goals (e.g., What are the needs of school team athletes? The convener should consider bringing in other teams that will be similar in skill level to the home team and provide a tournament structure that complements the needs of the coaches and athletes. At the beginning of the volleyball season, a coach and athletes may need practice in game situations and want to play a maximum number of games with as many teams as possible. This will dictate the type of tournament structure the convener should put in place).
 - b) Provide a brief lecture related to the common styles of tournaments, such as: round robin, double elimination, single elimination, single elimination-consolation, pyramids, and ladder. Students should be aware of the advantages and disadvantages of the various tournament styles, the styles commonly used for different sports, and the reasons the different styles are used.
2.
 - a) Ask the class to individually reflect on possible problems (barriers) that might arise in the planning, coordination, or implementation of the major event they are planning on convening. Students should record all of the issues/problems/barriers they can think of and begin to determine how they will deal with them. Ask them to consider how the issues/problems/barriers will challenge their communication, decision-making, and time-management skills.
 - b) Students share their thoughts and ideas with the class. Discuss alternatives, solutions, and strategies to address a variety of problems, such as:
 - What resources are required? Are these resources available? What needs to be reserved or borrowed? What if resources need to be purchased?
 - If an outdoor activity is planned, what if it rains? What alternate date or location (indoors) is available?
 - How do students ensure they have volunteers to help run their event?
 - Do students have access to funds to purchase equipment or resources? Who do they deal with when they collect funds from others to participate in their activity?
 - What is appropriate when working with members of the community?
 - c) Explain that dealing effectively with problems that arise is an important aspect of the assessment and evaluation of students' leadership skills throughout the course. Leadership skills they are to demonstrate involve communication, decision-making conflict resolution, and time management. Briefly review and clarify the assessment tools (e.g., teamwork rubric, communication rubric, decision-making rubric, event planning checklist to address time-management) used to assess and evaluate leadership skills (LEV.02, LE2.01, LE2.02, LE2.04) as they coordinate their major events. Provide copies of each rubric and checklist for students to reference throughout the course.

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3. a) Review the steps of a decision-making process (e.g., IDEAL) with the class:
Identify the decision or problem.
Discuss the alternatives.
Evaluate the situation by considering the influential factors and consequences.
Act by following through on the decision that has been made.
Learn by evaluating the decision (e.g., how do you think the decision will turn out?)
Reference the decision-making rubric and clarify how it should be used as a self- and peer assessment tool during small group events. The teacher uses the rubric to evaluate students' decision-making skills as conveners during their major events (Unit 3, Activity 7, Strategy 1).
- b) Divide the class into groups of three or four. Provide a variety of scenarios that describe realistic problems that could arise in any major event (e.g., referees do not show up for the first game of a boys' senior basketball tournament). Ask groups to work through the decision-making steps to solve the problems. Remind students to refer to the decision-making rubric during the activity so they will be able to assess themselves and their peers at the end of the lesson.
- c) Bring the small groups back to the large group and discuss the solutions.
- d) Provide time for students to individually reflect on how well they have demonstrated their decision-making skills. Have them use the decision-making rubric to self-assess and peer assess group members. Students should provide anecdotal feedback to peers to support their learning and growth as leaders and conveners.

Assessment & Evaluation of Student Achievement

The teacher and students gather evidence of learning expectations outlined for this activity through:

- formative assessment of the detailed action plan, including tasks, individual responsibilities, and timelines, by providing anecdotal feedback (RLV.02, RL2.02);
- formative self- and peer assessment of decision-making skills during group work using the decision-making rubric (LEV.02, LE2.01, LE2.02).

Resources

Eldred, Linda. *The Program Planner's Workbook*. Bloomington, Indiana: Association of College Unions International, 1985.

DeGraaf, Donald, Debra Jordan, and Kathy DeGraaf. *Programming for Parks, Recreation, and Leisure Services*. Venture Publishing, Inc., 1999.

Dattilo, John, Ph D. *Leisure Education Program Planning, A Systematic Approach, 2nd Edition*. Venture Publishing, Inc., 1999.

Russell, Ruth. *Planning Programs in Recreation*. C.V. Mosby Company, 1982.

Lundergren, Herberta and Patricia Farrell. *The Process of Recreation Programming, Theory and Techniques, 3rd Edition*. Venture Publishing Inc., 1991.

Activity 4: Promoting and Marketing the Event

Time: 3 hours

Description

Students build on their understanding of effective promotional and marketing strategies for school and community target groups. They analyse and assess promotional materials to determine how to effectively promote lifelong participation and apply appropriate strategies to meet the community's cultural needs and ethnic diversity.

Strand(s) & Learning Expectations

Strand(s): Facilitation of Recreation and Leisure

Overall Expectations

RLV.03 - demonstrate an ability to promote the benefits of lifelong participation in recreational and leisure activities.

Specific Expectations

RL2.03 - effectively communicate information about the event to the target group (e.g., through an oral or electronic presentation);

RL3.04 - apply strategies that are sensitive to community and to cultural and ethnic diversity to promote the benefits of recreation and leisure.

Prior Knowledge & Skills

To successfully accomplish the activity, students should have:

- effective communication skills;
- an understanding of the relationship between promotional strategies and the benefits, motivating factors, and potential barriers in recreation and leisure;
- group work skills.

Planning Notes

- Develop a list of materials (e.g., Bristol board, paint, masking tape, videotapes) and equipment (e.g., public address system, computers, video cameras, digital cameras) the school can provide for students to create effective promotional materials.
- Gather effective and ineffective samples of promotional materials (e.g., posters, PA announcements, video clips, websites, invitations, letters, flyers, give-away items) that conform to board and school policies.
- Format the list developed by the class of criteria and indicators (for effective promotion and marketing) into a checklist for assessment of students' promotional efforts during their major events.

Teaching/Learning Strategies

Day One

1. Review the learning addressed in Activity 1, Day One. Remind students of the analysis they did to demonstrate the relationship between promotional strategies and the benefits, motivating factors, and potential barriers in recreation and leisure. The work during this activity will build on the learning and provide them with the opportunity to apply their knowledge to the major health and physical education event they are planning. Inform students that all future advertising and marketing efforts should promote lifelong participation in recreation and leisure activities.
2. a) The promotional strategies students use for their major event should:
 - recognize the needs of the targeted group (e.g., boredom during lunch hours, a personal need to get in shape, more competition for a co-curricular school sport team);
 - build awareness within the school or community that a solution exists to satisfy the needs of the targeted group;
 - demonstrate that what is being promoted will satisfy the need.

There are three promotional categories that conveners should attempt to address:

- i) establishing an identity (e.g., name of event, signage, logo, business cards, mascot);
- ii) educating the target group and maximizing the appeal of the event through strategies that are ongoing and integrated into school or community life (e.g., websites, newsletters, personal contact, public announcements, pamphlets);

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- iii) stimulating involvement and participation in the event with short-term high-impact tactics (e.g., promotional offers).

Distribute a graphic organizer for students to begin thinking about the specifics related to each category. Students individually brainstorm and then partner with a peer to build on their ideas.

- b) As a large group, discuss possible marketing and promotional ideas related to the three categories and students' major events. Students reflect on the information they collected in their needs assessment surveys and discuss how some of the promotional strategies recognize the needs of their target groups. The class develops a list of the most effective strategies to promote and market school and community events.
- c) Discuss what works, what doesn't work, and why. Determine some of the criteria and indicators of successful promotion and marketing of an event.
- d) Use the class list of criteria and indicators to build an assessment checklist.

Day Two

1. a) Set up learning stations around the room. Provide effective and ineffective samples of promotional materials. Divide the class into the appropriate number of groups for the number of stations. Groups rotate from station to station and complete an analysis at each station. Distribute the promotion/marketing strategies checklist for students to assess the products. At each station, groups consider and discuss:
 - What promotional category does the promotional material address?
 - Does the promotional material promote lifelong participation in recreation and leisure activities? If yes, how?
 - Does the promotional material apply strategies that are sensitive to community and to cultural and ethnic diversity? If yes, how?
- b) Debrief the activity as a large group and provide anecdotal feedback to students as they express their thoughts and ideas. Address the issues related to lifelong participation and strategies sensitive to community, cultural, and ethnic diversity to promote the benefits of recreation and leisure. Students relate the products to one of the three promotional categories and suggest improvements for weak promotional materials.

Day Three

1. a) Provide time for students to begin preparing a promotional plan for their major event; the plan must appropriately address the three promotional categories (i.e., identity, educate, stimulate). Students consider:
 - Who is the target audience?
 - What are the needs of the target audience?
 - What are the promotional objectives for the event?
 - What is the budget?
 - What is the timeframe?
- b) Outline the materials and equipment the school can provide and discuss where students might be able to attain additional materials and equipment in the community.
- c) Circulate and provide students with anecdotal feedback (based on the class-developed checklist). Remind them that the checklist is used to assess all small group and major events.

Assessment & Evaluation of Student Achievement

The teacher and students gather evidence of learning expectations outlined for this activity through:

- formative assessment of students' analysis of promotional materials at each learning station by providing anecdotal feedback during class debriefing of activity (RLV.03, RL2.03, RL3.04);
- formative assessment of students' promotional plan for their major event by providing anecdotal feedback based on the promotion/marketing strategies checklist (RLV.03, RL2.03, RL3.04).

Resources

Canadian Intramural Recreation Association. *Promoting Your Way to Success*.

Canadian Intramural Recreation Association – www.intramurals.ca

Johnson, John. R. *Promotion for Sport Directors*. Canadian Intramural Recreation Association.

Activity 5: Convening Safe Health and Physical Education Events

Time: 2 hours

Description

Students build upon their understanding of safe practices and procedures and begin applying the learning to the planning of their major health and physical education event.

Strand(s) & Learning Expectations

Strand(s): Physical Fitness and Well-Being

Overall Expectations

PFV.04 - apply safety procedures for injury prevention.

Specific Expectations

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.

Prior Knowledge & Skills

To successfully accomplish the activity, students should have:

- group work skills;
- effective communication skills;
- knowledge of safety procedures for injury prevention.

Planning Notes

- Gather and collate safety resource material and put group packages together.
- Set up stations to demonstrate unsafe settings, practices, and equipment.
- Format the class-developed list of safety guidelines into a checklist for assessing students during small group and major events.

Teaching/Learning Strategies

Day One

1. Briefly review the learning related to risk management addressed in Activity 2, Day Two, Strategies 3 and 4. Indicate that students will build on the learning by dealing more specifically with safety procedures and practices related to convening an event.
2. a) Use a think/pair/share strategy to brainstorm the criteria/indicators for safe events and methods of ensuring the safe delivery of recreational and leisure activities, including:
 - safety checklists;
 - physical inspection of the facility and equipment prior to use;
 - knowledgeable and qualified instructors to deliver the activity;
 - waiver or informed consent forms.b) As a large group, discuss the intent of guidelines to create safe events.

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3. a) Divide the class into small groups (e.g., three or four per group). Provide each group with an envelope that contains school board safety resources or Ontario Physical and Health Education Association Secondary Physical Education Safety Guidelines. Resources may include: list of generic safety issues; list of specific safety components (e.g., equipment, clothing, footwear, jewellery, facilities, special rules/instructions, supervision); safety guidelines for six different types of sports (e.g., aquatics, floor hockey, rugby, tennis, aerobics, sailing); letter to parents/guardians; first aid kit; emergency action plan outline; guidelines for student safety responsibilities; safety in activity rooms; safety checklists; safe exercise guidelines; and guidelines for classroom vs. intramural vs. co-curricular activities.
 - b) Ask each group to review the material and develop their own list. The list should include all things that student-leaders will need to run their major events.
 - c) Debrief the activity as a large group and develop a master class list. The list is used to assess students' application of safety procedures to prevent injuries during their major event. Provide students with anecdotal feedback during the discussion.
 - d) Format students' list of safety guidelines for convening an event into a checklist.

Day Two

1. a) Set up the gym with a variety of stations that demonstrate unsafe settings, practices, and equipment, such as: loose balls on floor; water on floor; bench placed away from wall; basketball rack under main basket; floor socket cap removed; piece of paper or sock on floor; doors opened into playing area (equipment room door, electrical panel box door, etc.); wall padding not in place; chin-up bar partially in place; floor hook not flat to the ground; electric or hand drill for raising backboard hanging against the wall.
- b) Explain to students that they are going to play the role of a gymnasium safety inspector. Their task is to make a list of all of the safety hazards they find in the gymnasium. Beside each hazard, they should indicate how to correct the situation.
- c) Circulate throughout the gymnasium to assess students understanding of safe practices.
- d) At the end of the activity, students identify the various hazards and suggested solutions.
2. a) Distribute the formatted checklist list from the previous lesson on safety guidelines for convening an event. Have students review it in order to ensure that it adequately addresses all safety concerns.
- b) Outline how the safety guidelines checklist is used to assess the implementation of safe practices and procedures during small group events and major events (e.g., prior to an event, student participants peer assess the conveners' ability to apply safety procedures, providing helpful feedback (see Activity 7)).

Assessment & Evaluation of Student Achievement

The teacher and students gather evidence of learning expectations outlined for this activity through:

- formative assessment of students' understanding of safe practices and procedures during the gymnasium safety inspection by providing anecdotal feedback (PFV.04, PF4.02).

Resources

Ontario Physical and Health Education Association. *Physical Education: Ontario Safety Guidelines: Secondary Curricular Guidelines*. Toronto: OPHEA, 1997.

Ontario Physical and Health Education Association. *Physical Education: Ontario Safety Guidelines: Secondary Interschool Guidelines*. Toronto: OPHEA, 1999.

Activity 6: Convening Successful Health and Physical Education Events

Time: 1 hour

Description

Students synthesize everything they have learned about planning, coordinating, and implementing a health and physical education event to establish criteria and indicators of success. The criteria are used to develop an evaluation tool for their event.

Strand(s) & Learning Expectations

Strand(s): Facilitation of Recreation and Leisure

Overall Expectations

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

Specific Expectations

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

Prior Knowledge & Skills

To successfully accomplish this activity, students should have:

- notes from each of the previous lessons in this unit.

Planning Notes

- Develop a checklist with all the components of convening an event (from Activities 1 to 5).

Teaching/Learning Strategies

Day One

1. Remind students that they will be evaluating their events based on pre-determined criteria and need to include recommendations for improvement when they create their portfolios for the final 30% evaluation. The learning from this lesson helps students develop the evaluation tool for their major event.
2. Provide the class with the following checklist.

Eventful Events – Tournament Planning Checklist

Name of Convener(s):

Getting Started	
	information from the needs assessment survey
	goal(s) for the event/activity
	idea or concept defined (based on needs assessment survey)
	date and time (check school and community calendar for conflicts)
	tournament/competition/activity format
	facility availability checked (any no-play dates?)
	equipment availability checked

Promotion Strategies (e.g., identity, educate, stimulate)	What/How?	Who?	When?
posters			
public announcements			
memo/visits to health and physical education classes			
other: flyers, letters, invitations, video clips, website			

Action Plan		What/How?	Who?	When?
<i>Personnel</i>				
	officials identified, scheduled, and trained			
	volunteers identified, tasks and responsibilities clarified, schedule set, materials/equipment distributed			
	participants (e.g., sign-up lists posted, team lists developed and posted)			
	teacher advisor in place			
<i>Communication</i>				
	promotional and marketing strategies in place			
	list of tasks and responsibilities for volunteers			
	letters/memos/invitations			
	schedules			
	meetings and meeting agendas			
<i>Event Structure</i>				
	tournament/competition structure			
	schedule posted			
	rules posted			
	results poster (e.g., draw sheet, round robin grid, etc.)			
<i>Risk Management</i>				
	adherence to board and school policies and procedures			
	pre-activity facility safety check (e.g., equipment, site)			
	emergency action plan in place and communicated to all			
	first aid kit			
	medical information available (where appropriate)			
	safety check equipment			
	appropriate supervision			
	fair play and safety rules outlined to participants			
<i>Protocol</i>				
	prizes or recognition awards obtained			
	opening/closing ceremonies arranged (e.g., site, stage, announcer, script, decorations, PA system, spirit squad)			
	order, pick up, organize, and clean up refreshments (e.g., snack bar, lunch, hospitality room for coaches)			

Implementation of Event		What/How?	Who?	When?
	follow action plan			
	continue to promote, announce games, announce daily winners			
	supervise the activity			
	be attentive to the needs of participants, volunteers, officials, etc.			
	daily facility/equipment safety checks			
	set up/take down equipment			
	record results			
	make adjustments/revisions as necessary			

Post-Event Activities		What/How?	Who?	When?
	acknowledge and celebrate the winners (e.g., PA, electronic bulletin board)			
	awards ceremony			

Evaluation of Event	
	pre-determined criteria set for the event
	collect feedback on the success of the event
	needs of participants (e.g., motivation, satisfaction, interaction, changes in skills and abilities)
	completion and submission of an evaluation of the event...what worked?, what didn't work?, what would you do differently next time?

3. a) Ask students to individually review their notes from the previous lessons in Unit 3 and the information listed on the checklist to identify the key elements of successful events.
- b) Discuss the elements that determine the success of events with the class.
- c) Ask the class the following questions:
 - How would you know if your event was successful?
 - What are the indicators of success?
 - How could you gather feedback to assess your event?

Answers may include: participant evaluation forms; evaluation of group's goals; follow-up checklists; informal feedback from participants and spectators (e.g., thank-you letters).
- d) Distribute examples of evaluation tools.
4. a) Provide time for students to begin preparing the criteria and evaluation tool that will be used upon completion of their major event. The tool must take into consideration:
 - whether the needs of various target groups (e.g., participants, volunteers, officials, community partnerships) were fulfilled;
 - goals and objectives of the event;
 - event organization and implementation.
- b) Circulate and provide students with anecdotal feedback as they develop their evaluation tools.

Activity 7: Putting It All Together

Time: 24 hours

Description

In small groups, students apply all components of the event planning process by implementing a class event (e.g., tournament or special activity) for their classmates or students in a concurrent class. The event lasts one to three periods and is an opportunity for students to practise, get feedback, and ensure they are well prepared to plan, coordinate, and implement their own major events. Students assess themselves and their peers' leadership skills. Small groups promote their events to the target groups (e.g., classmates) and evaluate the success of their events from beginning to end.

Strand(s): Leadership, Facilitation of Recreation and Leisure, Physical Fitness and Well-Being

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;

RLV.03 - demonstrate an ability to promote the benefits of lifelong participation in recreational and leisure activities;

PFV.04 - apply safety procedures for injury prevention.

Specific Expectations

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;

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

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);

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;

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

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.

Prior Knowledge & Skills

To successfully accomplish this activity, students should have:

- leadership skills, including communication, decision making, conflict resolution, and time management;
- group work skills;

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- self- and peer assessment strategies;
 - knowledge of safety procedures for injury prevention;
 - risk-management strategies.

Planning Notes

- Provide the small groups with class time to plan the event.
- Provide materials for promotion of both the in-class and project group events.

Teaching/Learning Strategies

1. a) Students practise applying the knowledge and skills related to planning, coordinating, and convening in progressively more challenging events and in a more independent manner. For their small group events, students, in groups of three to four, organize an in-class event for their peers. Students have additional opportunities to incorporate their knowledge of the event planning process before they fully implement their own major events.
- b) Students work through the steps of the event planning process and determine the promotional strategies they should use to engage their peers in participating.
- c) Set up a calendar and schedule the small group events throughout the course.
- d) On the day of each small group event, arrange for students to self- and peer assess different aspects of the activity/event. The small group of students who are convening the event should provide one another with feedback regarding their leadership and teamwork skills, using the appropriate rubrics. Divide the rest of the students into three groups and give each group one of the checklists: safety, promotion/marketing strategies, or event planning. Students use the checklists to assess the small group event and provide feedback to the student conveners.
- e) Provide time at the completion of each small group event for student conveners to debrief their convenership and reflect on the peer feedback.

Assessment & Evaluation of Student Achievement

The teacher and students gather evidence of learning expectations outlined for this activity through:

- formative self- and peer assessment and teacher evaluation of leadership skills (i.e., communication, decision making, strategies to minimize conflict, time management) during small group events using rubrics (e.g., communication, decision making, teamwork) and checklists (e.g., time management) (LEV.02, LE2.01, LE2.02, LE2.03, LE2.04);
- formative self- and peer assessment and teacher evaluation of teamwork skills (i.e., group roles, respectful behaviour, responsibility, participation) during small group events using a teamwork rubric (LEV.04, LE3.03, LE4.01, LE4.02, LE4.03, LE4.04);
- formative self- and peer assessment and teacher evaluation of promotional strategies during small group events using a promotion/marketing strategies checklist (RLV.03);
- formative self- and peer assessment and teacher evaluation of planning, coordinating, and implementing a detailed event plan for a small group event using a checklist (RLV.02, RL2.01, RL2.02);
- formative self- and peer assessment and teacher evaluation of the application of safety practices and procedures during the small group events using a checklist (PFV.04, PF4.02);
- formative self- and peer assessment and teacher evaluation of the small group events using an event planning checklist (RL2.04).

Resources

Eldred, Linda. *The Program Planner's Workbook*. Bloomington, Indiana: Association of College Unions-International, 1985.