



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Kootenay Lake School District	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Sheri Morrison	Date Developed: March, 2019
School Name: LV Rogers Secondary School	Principal's Name: Tamara Malloff
Superintendent Approval Date (for School Districts only): 	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: 	Board/Authority Chair Signature:
Course Name: Recreational Leadership 11/12	Grade Level of Course: 11/12
Number of Course Credits: 4 	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s): Physical Education 10

Special Training, Facilities or Equipment Required: The gymnasium will be needed for the intramural program and a classroom is needed for meetings.

Course Synopsis: The Recreational Leadership program provides many opportunities for students to become meaningfully involved in both school and community activities. Students who take this course will develop a life-long appreciation of contributing to their school, their community and helping others. Leadership students will learn to plan, organize, and lead events while working as a team towards our goals.

Goals and Rationale: The purpose of Recreational Leadership is to have students learn leadership skills and to motivate others to make a difference in their school and in their community. The Recreational Leadership class also will provide an intramural program so that students are able to exercise at lunch, and participate in activities that will improve wellness. Senior students will connect with students in all grades through the intramural program which encourages participation from everyone regardless of athletic ability.

Another goal of the Recreational Leadership program is to help our students develop leadership traits such as commitment, accountability, initiative, resilience and empathy. **Leadership instills in students the value of** contributing to our school by planning, organizing, and leading events that enable them to see the value of school and community involvement.

Aboriginal Worldviews and Perspectives:

Learning is embedded in memory and history and story—there is value in learning from the past where students can look at past traditions of our school. The students can learn from others past actions to improve future performance.

Learning involves patience and time- students will work through all of the stages involved in planning and organizing an intramural program, and school wide events. Students will need to adapt to our events to meet the needs of our students. Meaningful change can take time, and the leadership students need to work as a team to reflect on challenges in the learning process.

Learning is holistic, reflexive, reflective, experiential and relational- leadership students will learn to focus on connecting with others, in a positive environment that will require self-reflection and self-assessment in a variety of settings.

BIG IDEAS

Leadership involves inspiring and motivating others to act and help

Leadership development is an ongoing process

Organization, planning, and reflective practice are key components to leadership

Experiential learning allows students to contribute to our school and community

Leadership involves mentoring the next generation of leaders.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Leadership development:</p> <ul style="list-style-type: none"> - Understand and develop leadership traits - Make connections with our student body and community leaders - Identify the value of positive role models and mentors - Develop and refine communications skills - Demonstrate integrity, respect, perseverance, accountability, empathy, initiative - Recognize First Peoples perspective and knowledge to gain understanding of leadership. - Acknowledge that leadership development takes time <p>Service Leadership</p> <ul style="list-style-type: none"> - Demonstrate a desire to make our school a better place - Recognize the different roles of a team to work towards a common goal 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> - Mentoring Practices - Vertical Teaming to foster student connections and a sense of belonging - Key components of leadership: trust, respect, reflecting, shared-vision, collaboration, identifying personal strengths, communication, time management, facilitation, service, empathy accountability, self-care, and teamwork. - Communication methods and when to use different forms - First Peoples Perspectives connecting to Leadership - Different leadership techniques to encourage inclusion, and participation - Principles of project design for various activities: including assemblies, spirit events, students transition activities, awareness events, and school/ community fundraisers.

- Demonstrate a willingness and an enthusiasm to actively participate in Recreational Leadership activities

Learning through experiences:

- Understand that each experience is a learning opportunity*
- Plan, organize and lead activities in our school and in the community*
- Reflect on the success and the challenges of our experiences*
- Model appropriate behavior in all situations*
- Improve communication skills: public speaking, active listening, writing letters, and advocating a point of view*

- Define and apply the language associated with leadership

- The process of reflection

- The components of teamwork*
- Problem solving strategies*
- Self-awareness leads to meaningful change*

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Big Ideas – Elaborations

Our personal wellness can be enhanced through participation in a lunch hour intramural program.

- Opportunities to support student inquiry-How can the intramural program increase student connectedness?

Observing others in a leadership role can lead to inspiring others.

- Opportunities to support student inquiry- How can the leadership program encourage others take on a leadership role or enroll in a leadership class?

Learning to communicate with various age groups will help students to improve interactions with people in various settings.

- Opportunities to support student inquiry- How can the communication skills practiced in class affect interactions with others?

Learning that our self- confidence can be improved through taking on a leadership role and taking risks.

Opportunities to support student inquiry- How can a willingness to take risks and volunteer for leadership positions help students to improve their confidence.

Curricular Competencies – Elaborations

Personal Leadership philosophy: how the students views their role as a leader and how that may change and evolve over time.

Elements of Leadership: could include goal setting, vision building, leadership styles and characteristics, communication styles, teamwork, collaboration, initiative.

Communication skills: a dimension of interpersonal interactions; used to share passions, values and motivation.

Servant Leadership: students recognize that all roles in a project or event are valuable. Students demonstrate a willingness to give their time and talents to help others.

Reflect on practice: continuously reflect, analyze and evaluate present and future practices. What worked well? What was challenging? What should we do differently next time?

Service Opportunities: may include school, community, and global initiatives, and should connect with school goals when possible.

Content – Elaborations

Vertical Teaming: grouping students across grade levels and assisting with students transitioning into the school. (Grade 9 students, International students, and students new to the school.)

Principles of Project Design: should include a pre and post project discussion with a focus on planning tools, organization and strategies.

Leadership styles: having students identify how they view their leadership style and their strengths.

Communication Methods: what is our preferred style and the effectiveness given the audience?

Recommended Instructional Components: Experiential learning, Modelling, Demonstrations, Brainstorming, Reflective Processes, Direct instruction.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Personal and project management: student attends meetings ready to work and learn with the appropriate attitude.

Event and Project completion

Reflective practice: self and group

Teacher observations of events and activities

Personal communication: group discussions and teacher/ student dialogue

Other: checklists, rubrics, and conferences

Learning Resources:

Various materials: Books: Dare to Lead by Brene Brown, The World of Recreation and Fitness Leadership by Leith, Austin and Robertson, Guest speakers and articles.

Additional Information: The Recreational Leadership class has been offered at LV Rogers for the last 15+ years. The students are provided with many opportunities to volunteer in the community.

The following is a list of some of the community events that we have helped with:

Stephen Lewis foundation – Grans to Grans Dinner—serving, set-up, clean up and interacting with guests.

Hume School Ice Cream Social

Friend of the family hockey game fundraiser

Science Fair

Teaching Dance at Elementary Schools

MS fundraiser

Relay for Life Cancer Fundraiser

The Coldest Night

Terry Fox Foundation

The class also provides an intramural program all year long.