

## BA RECREATIONAL LEADERSHIP 10

District Name: Kamloops/Thompson  
District Number: 73  
Developed by: Greg Kozoris  
Date Developed: April 19, 2004  
School Name: Brock Secondary School  
Principal's Name: Mr. Tom Elliott  
Board/Authority Approval Date: 2004/05/17  
Board/Authority Signature:  
Course Name: Recreational Leadership 10  
Grade Level of Course: 10  
Number of Course Credits: 4  
Number of Hours of Instruction: 110  
Pre-requisites: None

### UNIT TITLE TIME

1. Self Inventories	10
2. Scorekeeping	5
3. Organizing Tournaments	15
4. Leading group activities	15
5. Life Style Management	10
6. Communication/Public Speaking	10
7. School Pride/Spirit Development	15
8. Occupation/Resume packages	10
9. Lesson Teaching- Elementary	10
10. Human Relations	10

### COURSE SYNOPSIS

This course has been designed in an effort to better prepare students for circumstances and situations that life presents. Students are forced continually to step outside of their comfort zone in regards to public speaking, managing groups and directing instructional settings. These students learn how to prioritize and manage their personal lives in a moral and ethical manner. Students learn a variety of group leading techniques and are required to put them to practical use. Students are required to participate in school pride and spirit activities as well as organize them and invoke interest in the student population in regards to various events throughout the year. A variety of units are used in order to cover all of the topics that fall within the title of Recreational Leadership.

### Rationale

Recreational Leadership serves to promote social responsibility, cohesiveness and personal empowerment. Students need to learn how to lead and work with groups using personal management skills.

Adolescents need structure in their lives and they need to be aware of the processes and avenues that can be used to make sound and positive value judgements.

The platform for this course is to help direct students to lead groups, gain personal confidence and help community groups with recreational activities that benefit positive causes and organizations.

### Unit 1 – Self Inventories

Students will become familiar with themselves and their personal strengths and weaknesses pertaining to interpersonal relations. Students will use personal disclosure in small groups and large group settings in an effort to establish open lines of communication and personal awareness.

Students will use picture collages, video or text to portray the assignments.

### Unit 2 – Scorekeeping

It is expected that students will learn how to score keep for all high school sports in an effort to aid the athletic department, collect personal volunteer hours and build self esteem.

Students will use demonstrations and practical settings.

### Unit 3 – Organizing Tournaments

Students will learn how to organize an event that incorporates many teams and coaches from out of town and locally. Students will accept responsibility for arranging all of the production from scheduling to fee collection.

### Unit 4 – Leading Group Activities

It is expected that each individual students will lead several group activities of various themes. Students will lead minor games, instruct in the classroom and organize a project of their choice. Students will understand the process of group dynamics and learn to delegate and assert instructions.

### Unit 5 – Lifestyle Management

Students will learn to appropriately label and arrange their priorities in their life. The base of this unit is to identify what students are involved in and to balance their lifestyles via proper decision making processes and agenda book programs.

### Unit 6 – Communication/Public Speaking

It is expected that students will gradually build up their confidence in an effort to comfortably speak in front of and towards crowds of people ranging from age five to the elderly. Students will write speeches, poems, recite lyrics and speak on an impromptu basis in order to entrust self esteem and confidence when appearing in front of people. Students will be able to speak in a controlled and methodical manner.

### Unit 7 – School pride/ Spirit development

It is expected that students will engage in activities and create themes for the student population to partake in. Students will create spirit days, character days and various other events that students partake in, in an effort to instill pride and spirit in the student body. Students will learn to create prep rallies, posters, advertising and activities.

### Unit 8 – Occupation/Resume packages

It is expected that students will learn the correct format and information that is incorporated into a complete occupation package. Students will learn how to create their own cover letter, resume and list of references complete with supporting letters. Students will have a complete package that is ready to submit.

### Unit 9 – Lesson Teaching – Elementary

Students will learn teaching methodologies and instructional techniques that they will incorporate into teaching two lessons to elementary aged children. Students will learn how to create a lesson plan and how to implement it. Students will learn class management strategies and how to create a learning environment that is conducive to development.

### Unit 10 – Human Relations

It is expected that students will learn to solve disputes and communicate in a civil manner when dealing with groups. Professional presenters offer a one hour lesson on conflict resolution and the students work through a workbook for the remainder of the unit.

### Instructional Component

The instructional component of this course serves to empower and activate youth towards making sound and positive value judgments pertaining to their life. This course provides a pro active approach to creating confident, self directed students who realize what priorities they have and what positive attributes they have that they have not realized. This course involves the use of instruction, professional intervention and personal disclosure in its facilitation of the learning and growth and development of students. This course utilizes various instructional strategies and activities in order to meet the diverse students' needs and meet the demands of this curriculum.

### Assessment Component

This assessment component provides opportunities to assess formatively and summatively the students' achievement in the prescribed outcomes at each unit.

Students are assessed in each unit in the following manner:

Participation/Effort 30%

-self evaluation

-teacher evaluation

Leading group activities 20%

School/Community projects 10%

In class assignments 20%

Tests 10%

Projects 20%

### Learning Resources

A classroom video presentation, professional speakers, professional library books and modules, various programs dealing with public speaking, confidence, self empowerment and job packages.