

# BAA Recreation Leadership 11 Framework

**District Name:** Kootenay-Columbia

**District Number:** SD#20

**Developed by:** Dara Waterstreet

**Date Developed:** February 18, 2004

**School Name:** J.L. Crowe Secondary School, Rossland Secondary School,  
Stanley Humphries Secondary School

**Principal's Name:**

**Board/Authority Approval Date:**

**Board/Authority Signature:**

**Course Name:** Recreation Leadership

**Grade Level of Course:** 11

**Number of Course Credits:** 4

**Number of Hours of Instruction:** 120

**Prerequisite(s):** Planning 10 and a Letter of application (for more specifics see the course handbook)

## **Special Training, Facilities or Equipment Required:**

7 Habits of Highly Effective Teens books, workbooks and Instructor  
First Aid books and Instructor  
NCCP Level 1 Workbooks and Instructor  
Referee Certification in a variety of sports  
SnowSmart  
Geographical location will affect program (ie. Will avalanche awareness be offered?)  
Training required is also dependent on instructor's strengths, interests and background.

## **Course Synopsis:**

This course will deal with the theoretical and practical applications of human relations. The time in class will be split between classroom instruction and practical workshops acquiring and using the basic knowledge of leadership and peer helping. The students will develop peer helping skills, learn how to run meetings, practice efficient public speaking, be involved in promotion and running of school events, and work on school and community relations.

**Rationale:**

The course is designed for students to realize the importance of self-esteem and to use this knowledge to become effective leaders and helpers and to develop into sensitive listeners. They will be able to acquire basic organizational and meeting skills and use these skills in planning events in the classroom, school and in the community. Students will practice and utilize effective communication skills. From exploring different leadership styles they will find their own leadership style and develop an appreciation for other styles.

**Organizational Structure:**

Unit/Topic	Title	Time
Unit 1	Understanding Themselves	25 hours
Unit 2	Developing Communication Skills	12 hours
Unit 3	Organization, Development and Implementation of Events	20 hours
Unit 4	Program and Individual Evaluation	13 hours
Unit 5	Leadership Styles	12 hours
Unit 6	Team Building and Dynamics	15 hours
Unit 7	Publicity	13 hours
Unit 8	Problem-Solving and Conflict Resolution	10 hours
<b>Total Hours</b>		120 hours

**Unit 1: Understanding Themselves**

Before the students can really understand and help others, they must work toward a clear and realistic understanding of themselves. It is through this personal understanding of themselves and all of the elements that make up the self-concept that the students will feel confident enough to be able to help others. The students will be involved in co-ordinating actual school events and this self-confidence will be tested and strengthened as a result.

**Curriculum Organizer – Event Management**

*It is expected that students will:*

- Effectively use short and long-term goal setting skills
- Practice positive decision-making
- Use delegation as a productive means of getting work completed

**Curriculum Organizer – Theory**

*It is expected that students will:*

- Identify their individual skills and characteristics and have the self-confidence to share these with others
- Discuss and demonstrate the benefits of possessing a positive attitude
- Develop the ability to reflect on their successes and failures and to use this reflection in a positive manner

### **Curriculum Organizer – Group Dynamics**

*It is expected that students will:*

- Discuss common societal stereotypes and how they affect our society in general

### **Curriculum Organizer - Technology**

*It is expected that students will:*

- Use computer technology to produce a presentation on themselves.

## **Unit 2:Developing Communication Skills**

In order to help other students and to become competent leaders, the students in this course will learn and practice effective listening and communication skills. This will be accomplished through the exploration of the communication process and the practice of actual listening skills. The students will also learn public speaking skills that will allow them to organize their thoughts and present them in impromptu and prepared speeches. It is through these communication skills that the students will be able to facilitate decision making for themselves and others. Topics include listening and speaking skills, non-verbal communication, written and verbal communication and communication using technology.

### **Curriculum Organizer – Event Management**

*It is expected that students will:*

- Prepare written and oral projects for public speaking
- Apply communication skills for event planning, development, implementation and feedback

### **Curriculum Organizer – Theory**

*It is expected that students will:*

- Identify, recognize and use listening and speaking skills to communicate ideas and exchange viewpoints

### **Curriculum Organizer – Group Dynamics**

*It is expected that students will:*

- Be aware of Group Dynamics and concerns when communicating issues to others
- Be culturally-sensitive to special interest groups, minorities, and sub-cultures within the community

### **Curriculum Organizer - Technology**

*It is expected that students will:*

- Use multi-media technology to deliver information to individuals and groups
- Incorporate various communication technologies into event planning and implementation

### **Unit 3: Organization, Development and Implementation of Events**

The students will learn how to run effective meetings, work in groups to accomplish specific goals, and be individually responsible for the complete process of organizing, developing and implementing events within the classroom, school and in the community. These skills and the first hand knowledge of the problems and rewards involved in the organizational process will be invaluable to the growth and development of the students in the course. The focus of this unit will be on roles and responsibilities, budget management, scheduling, publicity, participation and event evaluation and feedback.

#### **Curriculum Organizer – Event Management**

*It is expected that students will:*

- Organize and implement events using effective management skills
- Develop and manage a budget for specific and generic events
- Organize, implement publicity campaigns to promote events
- Develop and manage schedule, roles and responsibilities for team members

#### **Curriculum Organizer – Theory**

*It is expected that students will:*

- Evaluate outcomes and feedback from participants and team members
- Develop a progress evaluation system that incorporates input from several sources to improve the program or event

#### **Curriculum Organizer – Group Dynamics**

*It is expected that students will:*

- Be aware and effectively meet the social and cultural needs of the target audience
- Create inclusive programs

#### **Curriculum Organizer - Technology**

*It is expected that students will:*

- Use technology to create a budget, agenda and presentation of ideas and plans for individual events

### **Unit 4: Program and Individual Evaluation**

Program evaluation is the process of assessing the impact of the leadership group's program, determining its strengths and weaknesses and planning for improvements. Individual evaluation is the process of assessing the impact of the individual on the leadership group's program. Individual evaluation will also be used to identify the success of the student in obtaining the learning outcomes. There are two types of evaluation: Formative is an ongoing assessment for the purpose of improving day-to-day program operations, while summative is a formal review at the end of the program or year to determine whether the overall goals have been met.

#### **Curriculum Organizer – Event Management**

*It is expected that students will:*

- Systematically analyse all aspects of the leadership course and programs put on
- Evaluate themselves and their peers on an ongoing basis
- Effectively predict the success of different events

#### **Curriculum Organizer – Theory**

*It is expected that students will:*

- Understand the importance of evaluation
- Use both formative and summative evaluation

### **Curriculum Organizer – Group Dynamics**

*It is expected that students will:*

- Accept both positive and negative feedback from group members

### **Curriculum Organizer - Technology**

*It is expected that students will:*

- Use computer software to effectively evaluate programs

## **Unit 5: Leadership Styles**

It is an underlying assumption that there is *no one best way to lead*. Leadership can be a combination of both personal qualities and learned skills. The attributes of a good leader are many, and effective leadership practice is varied. Yet, although it has been suggested that leadership consists of a set of innate characteristics and therefore leaders are ‘born’, most experts in the field of leadership believe that a set of skills and qualities can be learned and are developmental.

### **Curriculum Organizer – Theory**

*It is expected that students will:*

- Research the leadership styles of others
- Identify different leadership styles
- Discuss the organizational and interpersonal skills that good leaders possess
- Develop their own personal leadership style and reflect upon it

### **Curriculum Organizer – Group Dynamics**

*It is expected that students will:*

- Discuss why certain leadership styles are most effective in certain situations

### **Curriculum Organizer - Technology**

*It is expected that students will:*

- Use the Worldwide Web to research leadership styles
- Use the Worldwide Web to research leader biographies
- Use computer software programs to produce presentations and/or papers on leaders

## **Unit 6: Team Building**

The amount of success a leadership group experiences depends primarily on the dynamics within the group itself. The leadership team must be able to use cooperative problem solving skills in order to creatively brainstorm ideas for projects and events. The team leaders must not only see that the program is delivered but the dynamics within the group complement the successful delivery of the program. Students will learn how to organize themselves into teams and to work effectively within a group setting.

### **Curriculum Organizer – Event Management**

*It is expected that students will:*

- Work not only as a team but as individuals within a team
- Explore different team models and investigate roles and responsibilities within the group
- Use a team approach to problem solving
- Work cooperatively, not competitively

### **Curriculum Organizer – Theory**

*It is expected that students will:*

- Evaluate the success of a team approach to the outcomes of a specific event
- Develop effective communication skills within a group setting
- Discuss and solve problems when working in a group situation

### **Curriculum Organizer – Group Dynamics**

*It is expected that students will:*

- Develop inclusive teams
- Develop effective listening skills in order to address all issues
- Foster equal opportunities for equal participation
- Participate to the best of their ability independent of team make-up

## **Unit 7: Publicity**

Publicity is the tool used to make the public aware of your group, organization, or event and to create a desire to get involved. There are 4 groups of people to reach with publicity: the participants you want actively involved, the spectators you want to support the event, the officials you need to officiate the event, and the sponsors to help fund the event.

### **Curriculum Organizer – Event Management**

*It is expected that students will:*

- Create publicity using numerous forms of mass media
- Develop advertising that appeals to a multiple of senses
- Create publicity that will catch the attention of the public and will provide information needed to encourage participation and support

### **Curriculum Organizer – Theory**

*It is expected that students will:*

- Theory the success of their publicity campaign with regards to participation level
- Use reflection information to improve their publicity effectiveness for future events
- Evaluate and investigate positive and negative advertising techniques

### **Curriculum Organizer – Group Dynamics**

*It is expected that students will:*

- Create publicity that is socially and culturally sensitive and appropriate for the target audience

### **Curriculum Organizer - Technology**

*It is expected that students will:*

- Use a multitude of media to advertise events – flyers, newsletters, t-shirts, banners, word of mouth, radio, television, etc.

## **Unit 8: Problem-Solving and Conflict Resolution**

Problems and conflicts of many kinds will arise when student leaders assume responsibility for their own activities. Conflicts, like problems, can either be anticipated or arise as situations develop. Even though preventing conflicts from arising is best, the student leader must understand that conflict resolution may be necessary.

### **Curriculum Organizer – Event Management**

*It is expected that students will:*

- Use the five step problem solving model
- Take time out to discuss problems when things are not working

### **Curriculum Organizer – Theory**

*It is expected that students will:*

- Understand that conflict is not all negative
- Realize that the best outcome is one in which all parties gain something
- Use negotiation as the key to conflict resolution

### **Curriculum Organizer – Group Dynamics**

*It is expected that students will:*

- Be socially and culturally sensitive to different points of view
- Develop empathy towards others
- Be cognitive to the needs of others

## **Instructional Component:**

- Direct instruction
- Indirect instruction
- Interactive instruction
- Independent instruction
- Modelling
- Practical creativity
- Brainstorming
- Group work
- Videotape
- Analysis of commercial film and video works
- Analysis of own and classmates' video work

## Assessment Component:

- 100% of grade work is based on evaluation throughout the year. Grades will be based on reflection, presentation, participation, team building skills and project leadership of each individual.

Type of Assessment	Category
Formative (up to 80%)	Practical Applications Self-Rating Scale
Summative (up to 40%)	Final Assessment

### Performance Methods

- project proposal outline
- anecdotal records
- logbook submissions
- projects
- graduation portfolio development
- presentation of completed works
- posters/invitations to presentation
- event planner
- letters of recommendation

### Personal Communication

- group dialogue
- student/instructor mentor dialogue
- logbook reflection
- self evaluation
- peer evaluation

### Other

- teacher
- teacher log
- checklists
- rubrics
- rating scales

## Learning Resources:

- CASAA Leadership Handbook (Canadian Association of Student Activities and Advisors)
- CIRA – Students Leadership Development Guide (Canadian Intramural Recreation Association)
- 7 Habits of Highly Effective Teens
- NASSAP – National Association of Secondary School Principals
- Focus Area Guide/Portfolio Guide – Ministry of Education
- see attached document for extra resource material

## Additional Information:

Obviously this course will differ by region dependent on community needs and geographic location. It will also be dependent on the strengths of the teacher, composition of the class itself and the needs to the school and community.