

***Proposed Revisions***  
**The Ontario Curriculum**  
**Grades 11 - 12**

**Health and**  
**Physical Education**

**Recreation and Fitness Leadership, Grade 12**  
**PLF4C**

**April 2009 – (Draft)**

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

**(PLF4C)**

This course focuses on the development of leadership and coordinating 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.

Prerequisite: Any Grade 11 or 12 open course in health and physical education

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## **A. Leadership**

### **Overall Expectations**

By the end of this course, students will:

- A1. demonstrate an understanding of leadership and the effectiveness of various leadership styles;
- A2. demonstrate leadership skills in a variety of healthy active living contexts;
- A3. demonstrate an understanding of group dynamics and apply teamwork skills in a variety of healthy active living contexts.

### **Specifics Expectations**

#### **A1. Leadership Styles**

By the end of this course, students will:

- 1.1 describe the concept of leadership and evaluate the effectiveness of various leadership styles in different situations (*e.g., autocratic, democratic, servant, situational, transformational, transactional*);
- 1.2 analyze the attributes of an effective leader including Canadian leaders in physical activities, recreation and sport and use the information to determine the skills they need to be an effective leader (*e.g., personal and interpersonal skills, critical and creative thinking skills*);
- 1.3 use appropriate leadership styles in a variety of contexts (*e.g., using an autocratic style in an emergency situation, a democratic style during a decision making process or to develop other's skills; a servant style when meeting the needs of others; a transformational style when delegating responsibility*);

*Teacher Prompt:* “Different situations warrant using a different leadership style to be a more flexible and effective leader. What factors determine which style should be used?”

*Student Response:* Every leader has his/her own unique leadership style, what you might be good at, and what strengths and weaknesses you have. The style used depends on the needs of the situation, on the criteria for success, and on the approach that will bring about the maximum impact.

#### **A2. Leadership Skills**

By the end of this course, students will:

- 2.1 apply communication skills that help develop positive relationships (*e.g., the ability to express ideas and to listen and respond to others, demonstrating sensitivity to diverse individual needs*) and to provide direction to participants involved in activities;

- 2.2 demonstrate an ability to use strategies to minimize and resolve conflicts when in a leadership role (*e.g., use active listening and negotiating skills, assertive communication, focus on the problem, not the person*);
- 2.3 use creative and critical thinking processes to make decisions, set goals, and solve problems taking into consideration self, others, and available resources;
- 2.4 demonstrate an ability to use adaptive, organizational and time management skills when planning recreational activities;
- 2.5 develop their leadership skills through participation in a variety of activities in healthy active living contexts (*e.g., in-class tournaments, inventing a recreational game*).

### **A3. Group Dynamics and Teamwork Skills**

By the end of this course, students will:

- 3.1 describe the factors (*e.g., group size, established norms, stages of group development, cohesiveness, cultural diversity, skills and experiences of group members, personal biases*) that affect group dynamics;
- 3.2 analyse how the roles played by various members of a group (*e.g., summarizer, task initiator, motivator, encourager*) and how behaviours of individuals (*e.g., being respectful of individuals thoughts and opinions, building on others ideas, commitment to group process*) contribute to group effectiveness;

*Sample prompt:* Following the activity, as a group, discuss the effectiveness of the roles each of you assumed and the positive behaviours that contributed to the success of the group in accomplishing the task.

- 3.3 demonstrate an understanding of strategies that facilitates group effectiveness (*e.g., by setting group norms, respecting each individual's thoughts and opinions, establishing a goal, ensuring that members of the group are satisfied with the group decisions, and that the group product is of high quality, celebrating successes*);
- 3.4 use strategies including teamwork skills (*e.g., by ensuring tasks are completed, by supporting and encouraging others to get the task done, assuming different roles within a group, adopting different tasks, identifying and solving problems*) in a variety of healthy active living contexts.

*Teacher Prompt:* “When working as a team, taking responsibility for his or her share of the work is an important factor which will lead to achieving positive results. What are other strategies which could be considered?”

*Student Response:* “To be successful as a team, we need to work individually and willingly with each other, show respect for the ideas and opinions of others and contribute to the team effort by sharing information, resources and our expertise. There should coaching, mentoring and giving positive feedback.”

## **B. Facilitation of Recreation and Leisure**

### **Overall Expectations**

By the end of this course, students will:

- B1. demonstrate an ability to promote the benefits of lifelong participation in active recreation and leisure;
- B2. demonstrate an ability to develop and implement a plan to coordinate a healthy active living event;
- B3. demonstrate an understanding of safety procedures needed for injury prevention in a variety of recreational and leisure activities.

### **Specific Expectations**

#### **B1. Promotion of Lifelong Participation**

By the end of this course, students will:

- 2.1 describe the personal, social, economical and environmental benefits of recreation and leisure (*e.g., involvement in physical activity, improved personal health and well-being, time for family bonding, social networking and developing friendships, related employment opportunities; improvement of natural environments such as expanding green spaces and the role it plays in sustaining recreational and leisure interest and participation*);
- 2.2 explain why lifelong participation in active recreation and leisure is an important contributor to one's quality of life and social well-being (*e.g. influences positive mental and physical health, enriches cultural and ethnic diversity, supports integration of youth with diverse needs, strengthens relationships*);
- 2.3 describe motivational factors (*e.g., stress management, enhanced physical and mental well-being, enjoyment, learn a new skill, opportunities for social interaction*) and the potential challenges (*e.g., financial constraints, availability of programs, availability and accessibility of facilities, family values and cultural norms, level of fitness*) that affect lifelong participation in recreational and leisure physical activities;
- 2.4 apply strategies to promote the benefits of participating in active recreation and leisure (*e.g., provide information on the benefits of a physically active lifestyle, role-model by being involved in school and community recreational programs, advocate for greater access to facilities and programs*) in order to support a culture of healthy active living.

## **B2. Event Planning and Coordination**

By the end of this course, students will:

- 1.1 demonstrate the ability to use a needs assessment (*e.g., survey, interview, interest checklist, committee brainstorming*) to gather information about the characteristics of a target group before organizing an event (*e.g., the size of the group, the age, gender, diversity, skills, abilities and interests of the participants*);
- 1.2 demonstrate an ability to analyze information from a needs assessment and incorporate the results into a plan for an event (*e.g., prioritize the group needs to make sure the event meets those needs, identify resources such as school and community partnerships, availability and accessibility of facilities and equipment to support the findings*);
- 1.3 create and implement an action-plan using the results from the needs assessment to run a healthy active living event (*e.g., establish goals, create an event committee to take on roles, identify tasks to be completed, establish timelines, consider budget needs, establish safety procedures*);
- 1.4 effectively communicate information about the event to the target group (*e.g., promoting the event with advertising posters, WebPages, presentation to the target group*);
- 1.5 evaluate the event based on pre-established criteria to make recommendations for improvements (*e.g., what could be done differently*) and to celebrate successes.

## **B3. Safety and Injury Prevention**

By the end of this course, students will:

- 3.1 describe safety guidelines and procedures that are designed to ensure their own safety and the safety of others (*e.g., an Emergency Action Plan (EAP), their board and provincial safety guidelines, protective equipment*) while participating in recreation and leisure activities;
- 3.2 apply safety procedures for injury prevention during a variety of physical activities;
- 3.3 demonstrate competence in specific skills that can help others in emergency situations that could arise in recreation and leisure activities (*e.g., skills acquired through certification training such as CPR, first aid, aquatics, ORCA*).

## **C. Mentoring Development**

### **Overall Expectations**

By the end of this course, students will:

- C1. demonstrate an understanding of mentorship and how an effective mentor contributes to the growth and development of others;
- C2. demonstrate an ability to help others develop and implement a personal healthy active living plan that supports their well-being;

### **Specific Expectations**

#### **C1. Mentorship**

By the end of this course, students will:

- 1.1 explain the concept of mentorship and describe the attributes of an effective mentor (*e.g., is a coach, shares knowledge, skills and expertise, is a motivator, an effective communicator, role-model, provides guidance, empowers others*);
- 1.2 analyze how an effective mentor contributes to the growth and development of others (*e.g., motivating others increases their own self-worth, being a coach and role-model helps others develop their skills and acquire an appreciation for learning, empowering others makes them feel valued and safe and willing to try new things*);
- 1.3 use mentorship skills in a variety of healthy active living contexts (*e.g., shares knowledge and expertise during recreation and leisure activities, encourages others to improve skills, supports others to try new activities, is supportive and non-judgmental when providing feedback*)

#### **C2. Healthy Active Living Plan**

By the end of this course, students will:

- 2.1 demonstrate an understanding of how to use fitness appraisal methods to assess the health-related fitness of others (*e.g., fitness appraisals, readiness to participate survey, start, stop, continue graphic organizer*);
- 2.2 use appraisal tools and resources (*e.g., Eating well with Canada's Food Guide; Food Guide for First Nations, Inuit and Métis, Canada's Physical Activity Guide; daily food and activity journals, software programs*) to assess the eating habits and physical activity patterns of others;
- 2.3 demonstrate an ability to support others in shifting from an emphasis on weight control (*e.g., dieting, calorie counting*) to an emphasis on a healthier lifestyle (*e.g., encouraging others to think about health benefits, improved self-image, healthy eating and being more active*);

- 2.4 demonstrate an ability to analyze the findings from the fitness, physical activity and healthy eating appraisals and use the information to support others in setting goals based on their needs and interests (*e.g., use questioning techniques to facilitate the client's own thought processes to identify needs and interests, assist others to use their assessment information to establish fitness, physical activity and/or healthy eating goals; support client in setting achievable short-term goals to maintain motivation, encourage a commitment to action*);
- 2.5 demonstrate an ability to support others in designing and following their personal healthy active living plan (*e.g., collaborate with client to create a plan, motivate client to apply strategies to achieve goals within the plan, support client in assessing progress and making revisions to plan, celebrate their successes*);
- 2.6 identify community resources and support services related to physical activity, healthy eating and well-being (*e.g., Public Health units, websites, youth centres*).

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