



Recreation Management 11/12

School District/Independent School Authority Name: Powell River	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD47
Developed by: Tony Rice	Date Developed: Sept 01 / 2021
School Name: Brooks Secondary	Principal's Name: Bill Rounis
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: 09/22/2021	Board/Authority Chair Signature:
Course Name: YLRA11B/YLRA12B (Recreation Management 11/12)	Grade Level of Course: 11/12
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

PE 10 / Permission by instructor through application and interview

Special Training, Facilities or Equipment Required:

Course Synopsis: This course allows students to become involved in the organization and management of recreational programs. Students will develop and apply skills such as leadership, teamwork, goal setting, event planning and activity implementation in a junior PE class as well as develop intramural and extra curricular activities. This course supports and encourages students to assist in school/community/ leadership opportunities and to explore career options in PHE.

Goals and Rationale: Develop leadership skills in students who can have a positive impact on school culture. Provide students an opportunity to develop skills in mentorship and instruction. Develop and nurture leadership and planning skills in other students to enable them to become lifelong learners. Provide opportunities for students to act as leaders in a variety of intramural and extracurricular activities.

Aboriginal Worldviews and Perspectives:

The [First Peoples Principles of Learning](#) have been affirmed within First Peoples societies to guide the teaching and learning of provincial curricula. Because these principles of learning represent an attempt to identify common elements in the varied teaching and learning approaches that prevail within particular First Peoples societies, it must be recognized that they do not capture the full reality of the approach used in any single First Peoples society.

The First Peoples Principles of Learning greatly influence the curricula and are woven throughout. They lend themselves well to the Physical and Health Education curriculum as they promote experiential and reflexive learning, as well as self-advocacy and positive self-identity in learners. They also promote the well-being of the self, family, and community, all of which are key elements of the Physical and Health Education curriculum.

BIG IDEAS

Leadership involves problem solving, evaluating, reflecting when planning and leading others.

Well-being requires finding a balance of personal health, relationships, work, learning, community, engagement and committed citizenship.

Advocating for daily participation in physical activity can promote a healthy lifestyle.

Supportive mentoring for peers and being a positive role model develops responsibility, confidence and mental health.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Participation:</p> <p><i>Through participation in course activities students are expected to show and increased knowledge and ability in:</i></p> <ul style="list-style-type: none"> • Leading warm up / stretching activities • Drill set up and implementation • Administration of facilities and equipment • Refereeing / Officiating small game activities <p>Health and Well Being:</p> <p><i>Through participation in course activities, students will demonstrate an increased knowledge and ability in:</i></p> <ul style="list-style-type: none"> • Principles of fitness and injury prevention • Planning of safe / fun / engaging and appropriate PHE activities for class and community <p>Leadership</p> <p><i>Through participation in course activities, students will demonstrate and increased knowledge and ability in:</i></p>	<p><i>Students are expected to know the following:</i></p> <p>Participation:</p> <p><i>Planning / implementing of:</i></p> <ul style="list-style-type: none"> • Stretching • Warm up game activities • Small group drill demonstration and instruction • Set up of and management of assisted in class game play / tournaments • Maintenance and allocation of PHE equipment and storage <p>Health and Well Being</p> <p><i>Demonstrating of:</i></p> <ul style="list-style-type: none"> • Appropriate and safe behaviours in PHE class • Monitoring safe and appropriate interactions between students in PHE class. • Planning and implementing safe activities for students in PHE class. <p>Leadership</p> <p><i>Planning / Implementing of:</i></p>

- *Intramural activities*
- *Community based activities (Elementary . Town based)*
- *Management of junior aged PE students*

- *Intramural activities (both setting up own and assisting with teacher led intramurals)*
- *Assisting with school wide community events*
- *Assisting with SD 47 elementary school events and projects*
- *Assisting with community based activities requiring help from Brooks youth.*

Big Ideas – Elaborations**Curricular Competencies – Elaborations****Content – Elaborations**

Recommended Instructional Components:

Instructional components will consider:

- an appropriate balance of the various learning standards
- a variety of approaches, including both innovative and “tried and true”
- activities that draw from and build on prior learning
- activities that are transferable to other

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

A wide variety of assessment components will be used for both formative assessments and summative assessments, including observations, discussions, checklists, rubrics, journals, interviews, reports, projects, peer and self evaluations, quizzes, tests, etc.

Additional Information: