Physical Education: Leadership 12

Guide

2013

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Physical Education: Leadership 12 Curriculum Guide

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Acknowledgements

Overview
Introduction
The Physical Education: Leadership 12 Curriculum guide consists of four modules: 1. Defining Leadership; 2. Effective Leaders; 3. NCCP Fundamental Movement Skills 4. Leading through Service. A primary goal of this course is to aid students in developing greater self-confidence and moral responsibility through serving in an effective and positive youth leadership role. The first two modules should be taught primarily before the third and fourth modules as they address necessary stages of youth leadership development that will prepare students for *Leading through Service*. Although youth leadership concepts are introduced in the first two modules, *teachers are encouraged to assess students' learning during module three and four whenever possible so that authentic assessment of outcomes exists*. Depending on class size, resources, etc. the service learning experience provided during module 4 might be: a class project; two projects divided among the class; or, several projects if students are divided into micro-teaching groups (three to four students). The teacher should determine what number of total projects best suits their class and recognize that micro-teaching experiences throughout the first two modules will aid in their implementation of authentic assessment.

Together, Defining Leadership and Effective Leaders combine for 40% of the Physical Education: Leadership 12 Curriculum while the Fundamental Movement Skills and Leading through Service module comprises the other 60%. Leading through Service is the bulk of this curriculum; here, students apply all they have learned throughout the first two modules, as well as new information presented in the third module, into action within the community (school community or surrounding community).

Since Leadership 12 is a physical education course and because there are so many constraints that refrain our students from being physically active enough for health benefit, teachers are expected to provide physically active opportunities when teaching concepts as much as possible. For example, when teaching students concepts within the first two modules (e.g., to understand and demonstrate effective leadership styles) teachers might have students lead peers in physically active games at moderate to vigorous intensities. Such games provide many opportunities for: communication to aid in students' success; conflicts to arise and be solved; and, for students to participate in a fun and upbeat learning environment. While perhaps some service learning experiences will fall short in solely focusing on physically active programs during module three, teachers should be mindful that providing opportunities for others to be physically active as a result of the service learning should be a primary goal since this leadership curriculum is offered through physical education curriculum.

Specific Curriculum Outcomes for Physical Education 12: Leadership

Module 1 Defining Leadership	Module 2 Effective Leaders	Module 3 NCCP Fundamental Movement Skills	Module 4 Leading through Service
1.The student will demonstrate an understanding of positive, effective, and good leadership through leading physically active experiences in micro-teaching settings among peers, and/or during module 3 and 4.	1.The student will investigate characteristics of effective leaders in history, and effective leaders from his/her past, and fully critique them.	1. The students will be introduced to Canada Sport for Life and the concept of physical literacy.	1.The student will convey what service learning projects are, their benefits, and what service projects should not be.
2.The student will apply and critique various leadership *skills* through leading physically active experiences in micro-teaching settings among peers, and/or during module 3 and 4.	2.The student will apply effective verbal and non-verbal communication skills while serving as a leader through physically active micro-teaching settings among peers, and/or during module 3 and 4.	2. Introduces the students to core NCCP practices (safety, Emergency Action Plan, leadership, responsibility, respect, communication)	2.The student will initiate a needs assessment for his/her leadership role within a group, and a needs assessment for the service learning project to be implemented.
3.The student will apply and critique various leadership *styles* through leading physically active experiences in micro-teaching settings among peers, and connect the knowledge to experiences outside of physical activity and beyond high school.	3.The student will apply knowledge of group dynamics while serving as a leader through leading physically active experiences in micro-teaching settings among peers, and/or during module 3 and 4.	3.Exposes students to a teaching process that will improve Fundamental Movement Skills for children	3.The student will implement a service learning project in the community and continuously reflect (and, adjust as necessary) on his/her leadership effectiveness throughout the duration of the project. Student
4.The student will identify and critique his/her leadership style(s) and set goals and provide rationale to maintain or modify current leadership style.	4.The student will demonstrate an understanding of the planning / scheduling / organizing required to lead effectively during micro-teaching settings, and/or during module 3 and 4.	4.Allows students opportunities to practise analysis, teaching, and implementation of games to improve FMS	4.The student will demonstrate an understanding of the importance of using inclusive language (related to such constructs as gender, sexuality, race, and ability) while serving as leaders and beyond.
			5.The student will demonstrate an understanding of risk-management responsibilities when leading others.
			6.The student will develop a summary report of the service learning experience for future groups to learn from and build on.
NOTE: Micro-teaching = 3 to 4 students in a group.			7.The student will identify potential leadership opportunities beyond high school and determine how to explore such opportunities.

Essential Graduation Learnings

The Physical Education: Leadership 12 course makes constant connections with the Nova Scotia Department of Education's Essential Graduation Learnings. *Aesthetic expression* is addressed through students' opportunities to use various forms of creativity within physical activities while they lead and serve others. During their leadership experiences, students will demonstrate an understanding of the traditions of diverse groups of Canadians. *Citizenship* is taught through teaching the necessity of serving others as a means to give to the community and to develop as leaders. As well, inclusive and affirming language in the service learning context is expected. *Communication* is critical to *Physical Education: Leadership 12* where students are expected to use effective and positive verbal and non-verbal communication skills as they serve others as leaders. These communication skills will be developed within a group of peers, reporting to the teacher, and while serving other groups within the community. *Personal development* is a main vein of *Physical Education: Leadership 12*. Students will implement service learning projects helping to teach others how to pursue active and healthy lifestyles. As well, as students learn leadership skills they will do so in active environments of moderate to vigorous intensities. Students will also identify how to serve as physically active leaders in their communities upon completion of high school. *Problem solving* is highlighted often within *Physical Education: Leadership 12* as the students must constantly reflect, adjust, and implement leadership strategies. The problem solving in this course is related to working within a group, leading others, and implementing a service learning project. *Technology concepts* are evident throughout this course. Students consider the impact of technology on society and its influence on: their role as a leader; the implementation of a highly organized and effective service learning project; as well as leadership of physical activity initiatives throughout society.

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Module 1
Defining Leadership
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Forward
"The task of leadership is not to put greatness into humanity, but to elicit it, for the greatness is already there." John Buchan

The Defining Leadership module may be taught in conjunction with the Effective Leaders module but should be taught prior to the third module, Leading through Service. Upon completion of this module, students should fully understand what leadership means, that it can be both good and bad, and that there are many types of leadership styles. As well, students should know that there are many leadership skills exhibited by an effective leader. Within this module is: a discussion regarding the definition of leadership and skills that can be taught regarding leadership; information related to leadership styles; the specific curriculum outcomes to be addressed; suggestions for learning and teaching; suggestions for assessment; references; and, resources both cited in this module and suggested for teachers to utilize.

Background
There is no one set clear and accepted definition of leadership although it is true that it is designed in many difference ways (PHE Canada Leading the Way Youth Leadership Guide 2009, Yukl, 2006). Harold Geneen suggests that, "Leadership cannot really be taught, it can only be learned." McLaughlin (2000) argues that a youth program is not adequate unless a component of youth leadership is included. Books about leadership are published by the plenty — many relate to business leadership, others address leadership within schools and some are written by and for leaders in sport.

One definition of leadership in a physical education context suggests:
> Leadership is any behavior that influences the actions and attitudes of others to achieve certain results….Societal values determine whether the leadership of an individual is positive or negative, based on the goals and results being pursued and on the means used to influence others" (p. 196, Manitoba Education, Citizenship, and Youth. Grade 12: Active Healthy Lifestyles Curriculum, 2009).

Physical and Health Education (PHE) Canada (2009) posits that "the concept of leadership can accommodate a variety of individual styles, from the enthusiastic go-getter who organizes events and people, to the quiet supporter and facilitator who makes others feel worthwhile" (p. 11). Others would take this a step further and suggest every single student in out schools has potential to learn leadership skills and develop as leaders (Martinek & Hellison, 2009). It makes sense then to conclude that all students in a physical education class have the ability to understand and demonstrate necessary skills and characteristics to aid in their development as leaders. For the purpose of this course, youth leadership might develop: while playing games within the class to demonstrate the concepts being taught regarding youth leadership; during an intramural program in a

school organized and operated by youth leaders; while providing physical activity opportunities for younger aged children at a nearby school; and/or, providing health-related and/or recreational activities to the surrounding community.

The literature provides many suggestions on what skills are necessary for leadership to be successful and is loud and clear on the notion that leadership skills can be taught. Such leadership skills might be categorized in different ways but often relate to organizational skills or interpersonal skills. For this reason, communication (see module 2) and organization (see module 2) are key components in the Physical Education: Leadership 12 curriculum.

Leadership Skills: Some of the skills listed below are adapted from both PHE Canada's Leading the Way: Youth Leadership Guide and Manitoba's Grade 12: Active Healthy Lifestyles Curriculum.

Organizational Skills	Interpersonal Skills	Other Skills	Not Necessarily
Needs assessment development	Respectful	Creative	Outspoken
Decision making	Diplomatic and tactful	Broad-minded	Loud
Goal setting	Able to resolve conflicts	Forward thinking	Extrovert
Effective delegator	Recognizes others' contributions	Flexibility	
Time management	Communicates well (non-verbally)		
Realistic work load	Listens		
Evaluation procedures	Ability to admit when wrong		
	Well-spoken (good speaker)		

The varying leadership styles should be identifiable by students when presented to them. The literature provides varying lists stating the different types of leadership styles that exist. PHE Canada's Leading the Way: Youth Leadership Guide (2009) identifies and explains three major leadership styles presented through early research conducted by Kurt Lewin: (i) Authoritarian leadership (autocratic); (ii) Participative leadership (democratic); and, (iii) Delegative leadership (laissez-fair). Arguably, the most important conclusion to be drawn from research on leadership styles is that a combination of all three styles results in the most effective leadership. In other words, problems are more likely to arise when only one leadership style is implemented throughout a project.

Martinek and Hellison (2009) have provided youth leadership experiences in physical education to hundreds of youth throughout their lengthy careers. Through their

experiences, a set of developmental leadership stages was formalized to help guide teachers leading youth.

Martinek & Hellison's Stages of Leadership Development (2009).

Stages	Description
Stage One –Learning to take responsibility	Students learn to respect others, participate and persevere, be a team player, become more self-directed, and begin to explore leadership roles.
Stage Two – Leadership Awareness	Students begin to see themselves as leaders and begin thinking of larger responsibilities of leadership.
Stage 3 – Cross-age Leadership	Students are ready to teach physical activities and responsibility values to younger children from community agencies. Planning, teaching, managing behavior problems, and evaluating lessons are now part of their roles.
Stage 4 - Self-actualized Leadership	Students are ready for "outside the gym" opportunities to help them reflect more on personal interests and possible futures.

Why develop student leadership within a physical education context? Hellison (2003) developed the Teaching Personal and Social Responsibility (TPSR) model. TPSR is based on the premise that whenever possible, personal and social responsibility is taught through youth leadership activities that promote physical activity within the school or greater community. In a world where sport headlines too often highlight what society does not want students to grow up and participate in, there is a great need to provide environments that are fun, challenging, motivating and require respect for rules, preparation and responsibility. Sport psychologists Shields and Bredemeier (1995) advocate for youth leadership development in physical education because it remains the largest organized setting for physical activity and has potential to reach most students who attend public schools. Thus, youth leadership development optimally fits within a physical education context.

Aim
The aim of this module is to aid students in gaining a clear understanding of what leadership is. In order to presume a role within a group as a leader, students must have a clear grasp of what is expected of them in such a role. Unless students are taught the best (positive, effective, etc.) characteristics to exhibit as a leader and understand the varying leadership styles, they are not equipped to provide necessary leadership to implement a

successful and meaningful service learning program (module 3). Opportunities to serve as peer leaders through micro-teaching episodes are critical in youth leadership development (see Martinek & Hellison's Stages of Leadership, 2009). Critical reflection of leadership skills and styles implemented must also occur so students can critique the pros and cons of the skills and styles and draw their own conclusions about what style(s) suit their personality and skill set. While the concepts taught in this module are more cognitive than physical, teachers are encouraged to teach concepts in physically active settings at moderate to vigorous intensities.

Specific Curriculum Outcomes for Defining Leadership
1. The student will demonstrate an understanding of positive, effective, and good leadership through leading physically active experiences in micro-teaching settings among peers, and/or during module 3 and 4.

2. The student will apply and critique various leadership *skills* through leading physically active experiences in micro-teaching settings among peers, and/or during module 3 and 4.

3. The student will apply and critique various leadership *styles* through leading physically active experiences in micro-teaching settings among peers, and connect the knowledge to experiences outside of physical activity and beyond high school.

4. The student will identify and critique his/her leadership style(s) and set goals and provide rationale to maintain or modify current leadership style.

*__*Note:__* Micro-teaching = 3 to 4 students in a group.

Suggestions for Learning and Teaching Defining Leadership
Note: Micro-teaching episodes can range in length from 5 minutes to an entire class.
- Icebreakers might be used early in module one to help students in a class develop as a team and/or community. Students could each tasked with taking one icebreaker to the class so the class ends up with a compilation of such activities*. Please see "resource" section of this module for a list of websites where examples of icebreakers are available. Students should make the connection to how they can use icebreakers during micro-teaching episodes and module 3 to develop group cohesiveness as a leader.
  * Students might create a class wiki where icebreakers could be placed and made available to all. This wiki could be used for youth leaders to post important information as teams prepare for module 3.
  *Several icebreakers are provided in PHE Canada's Youth Leadership Guide: Leading the Way (pgs. 42-43).
- Several students (youth leaders) could introduce their team to games / physical activities from across the world. Through introducing and teaching such games through micro-teaching episodes, students will be required to demonstrate good, effective, and positive leadership based on material covered prior to activity in class.

- The class could develop a class list of essential *leadership skills*. Several students (youth leaders) could pick *three leadership skills* from a hat and be responsible for planning a micro-teaching episode based on possession of these particular leadership skills. Other youth leaders could do the same (but, they should be required to demonstrate different leadership skills pulled from the hat). A thoughtful discussion could follow the physically active sessions weighing the pros and cons of particular leadership skills over others. *NOTE: if you have a large class, you might divide the class into groups so the same activity would occur in several areas throughout the teaching space. This would allow for more interaction between youth leaders and team members. This would also allow the teacher opportunity to rotate through the areas to aid in the authentic assessment of students.*

- Several students (youth leaders) could be asked to choose a *leadership style* from a hat. They are required to lead their team through a micro-teaching episode demonstrating an understanding of that particular leadership style. Upon completion of the micro-teaching episode, team members could be required to state what leadership style was presented and provide rationale for why they suspected one particular leadership style over the others. The micro-teaching episode should be physically activity whenever possible (e.g., games from around the world, active icebreakers, fitness stations, etc.). Do not forget to require one youth leader to demonstrate an understanding of all the leadership styles within one micro-teaching episode. A thoughtful reflection and class discussion should follow discussing pros and cons of each style and why team members connected with some more than others. *NOTE: if you have a large class, you might divide the class into groups so the same activity would occur in several areas throughout the teaching space. This would allow for more interaction between youth leaders and team members. This would also allow the teacher opportunity to rotate through the areas to aid in the authentic assessment of students.*

- Although leadership styles from PHE Canada's Youth Leadership Guide: Leading the Way (2009) are provided in the background section of this module, students can research other lists of leadership styles in the literature. In doing so, students can develop a deeper understanding of the varying leadership styles and recognize that there are many leadership styles available to them.

- What type of leader am I? See Activity #2.2 Leadership Styles, p. 22 – 23. PHE Canada's Leading the Way: Youth Leadership Guide (2009). This activity enables youth leaders to determine their leadership styles. *Note: This activity provides only approximation of youth leaders' leadership styles. The thoughtful reflections upon completion of micro-teaching episodes and experiences in module 3 will allow youth leaders more opportunity to determine their leadership style.*

- Students plan micro-teaching episode for team members based on what leadership styles they possess. Upon completion of leading team members through the physically active session, students conduct a thorough reflection of their experience. Students then complete a goal setting session based on rationale for why they choose to maintain or modify current leadership style.

- Role playing activities might be used to illustrate varying leadership skills and leadership styles among the group. Such activities should begin related to physical activity and then connect to life outside of physical activity / physical education.

Suggestions for Assessing Defining Leadership

- Through micro-teaching episodes (explained in learning and teaching section above) authentically assess students' understanding of *leadership skills* once they are asked to plan an episode demonstrating particular skills chosen out of a hat. Teachers might choose to have the same skills demonstrated in varying location throughout the teaching space to provide more opportunity for students' to be authentically assessed.

- Through micro-teaching episodes (explained in learning and teaching section above) authentically assess students' understanding of a *leadership style* once they are asked to plan an episode demonstrating particular skills chosen out of a hat. Teachers might choose to have the same skills demonstrated in varying location throughout the teaching space to provide more opportunity for students' to be authentically assessed.

- Authentically assess students' ability to maintain and/or modify current leadership style through observing and tracking their progress during micro-teaching episodes. Youth leadership skills and style(s) demonstrated should be in line with goals set forth by students.

- Students role play situations pertaining to physical activity and outside of physical activity whereby leadership is necessary. The teacher then facilitates discussion where students describe leadership skills and leadership styles that might aid or hinder leadership the particular situation. Depending on class sizes, discussion might occur among small groups to provide all students more opportunity to demonstrate their understanding of leadership skills and leadership styles in physical activity and beyond physical activity.

- Utilize exit slips upon completion of skills to monitor / track students' knowledge related to the topic / concept of the particular lesson.

- Upon completion of module one, students should be moving toward the third stage of leadership development based on Martinek and Hellison's (2009) Stages of Leadership Development (see background section of this module). Request students to self-reflect and critique what stage of leadership they currently view themselves, and provide rationale for why they think this is. In addition, ask students to list necessary steps to flow through stages one and two if they have not already done so. Allowing students to work in pairs to receive critical and specific feedback from peers will also provide opportunity for them to communicate delicately with one another. This assessment activity will nicely prepare students to move toward the communication portion in module 2.

Resources

Icebreaker Activities:

- Icebreakers, Warmups, Enegizers, & Deinhibitizers
  http://wilderdom.com/games/Icebreakers.html
- Top 10 Icebreakers of 2009:
  http://adulted.about.com/od/icebreakers/tp/topten2009.htm
- Icebreakers used by Resident Assistants:
  http://www.residentassistant.com/games/icebreakers.htm
- Break the Ice Activities:
  http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/breakice.htm

Physical and Health Education Canada (2009). Leading the Way: Youth Leadership Guide.

Physical and Health Education Canada (2009). Health Promoting Schools: A proactive approach to creating healthy school communities.

Physical and Health Education Canada (2009). Active Living After School: A program guide for student leaders.

Physical and Health Education Canada (2008). Intramuralology: A quick reference for Intramural Programs.

Physical and Health Education Canada (2008). Convenerology: So you want to be a Convenor?

References

Hellison, D. (2003). (2nd Ed). *Teaching physical education through physical activity.* Champaign, IL: Human Kinetics.

Manitoba Education, Citizenship, and Youth (2009). Grade 12: Active Healthy Lifestyles Curriculum, p. 196.

Martinek, T., & Hellison, D. (2009). *Youth Leadership in Heatlh and Physical Education*. NewYork, NY: Palgrave Macmillian.

McLaughlin, M. W. (2000). *Community Counts*. Washington, DC: Public Education Network.

Physical and Health Education Canada (2010). Leading the Way: Youth Leadership Guide.

Shiels, D., & Bredemeier, B. (1995). *Character development and physical activity.* Champaign, IL: Human Kinetics.

Yukl, G. A. (2006). Leadership in Organizations. Upper Saddle River, NJ: Prentice-
    Hall.

Module 2
Effective Leaders

Introduction

Forward

"It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. Then people will appreciate your leadership." Nelson Mandela

Module two, Effective Leaders, provides students' with opportunities to demonstrate an understanding of how leaders serve effectively. In some instances module two may overlap with module one as they are by times interconnected. For example, module two delves deeply into one specific leadership skill necessary for effective leadership — communication, whereas module one offers an overview of many leadership skills that can be taught. Like module one Defining Leadership, module two should be connecting all of the material to students' experiences serving in leadership roles during module three Serving as Leaders as well as life beyond high school. Within this module is: a background of Effective Leaders; the specific curriculum outcomes to be addressed; suggestions for learning and teaching; suggestions for assessment; references; and, resources both cited in this module and suggested for teachers to utilize.

Background

Can teachers help develop their students into effective and positive youth leaders? Martinek and Hellison (2009) state that teachers most certainly can if they believe students are: capable of doing so; caring people; and, capable decision makers. The literature also explains that there are specific leadership characteristics that aid in students' development as effective leaders. It is important to note that effective leaders will seldom exhibit all of the same skills and / or characteristics as each other. A table listing characteristics of effective leaders is presented in Appendix B.1.

Danish's (2002) research concludes that while many life skills are learned in sport and physical activity settings, they are not done so magically. Stevens (2008) states that effective communication is essential regardless who in the group is communicating (not just leaders). Once all members of a group learn the basic life skill of communication, projects will be easier and more enjoyable (Stevens, 2008). Communication skills include verbal (i.e., speaking) skills, non-verbal (i.e., facial expression, listening) skills, and writing skills. Effective leaders must demonstrate competency each of these communication areas. PHE Canada's Leading the Way: Student Leadership Guide (2009) offers a wonderful array of resources, activities, and suggestions for helping students to develop communication skills necessary for them to serve as effective leaders during module three. In addition, it offers tips for proper communication by effective leaders and some of these tips are made available in Appendix B. 2.

If communication is necessary for both leaders and members of a group or team, what exactly is a group and how does it differ from a team? Blanchard and Carew (1996)

differentiate between a group and a team in that a group might just be people in a room whereas a team is a group of people that come together to solve a problem and/or initiate a program, etc. Seminal work and years of further study regarding group dynamics was conducted by Tuckman (1965;1977). Having students think about group dynamics as they are forming groups to provide service in module three is as imperative as having them make connections to future experiences that might arise related to group dynamics upon completion of high school. Tuckman (1965) hypothesized that groups go through stages of: forming; storming; norming; and, performing. Later research added a fifth stage — adjourning (Tuckman & Jensen, 1977). A portion of the original theory on group dynamics is provided.

Tuckman's Theory of Group Dynamics

Modified and Adapted from PHE Canada's Leading the Way: Youth Leadership Guide Reprinted with Permission.

Forming Stage Stage 1	Storming Stage Stage 2	Norming Stage Stage 3	Performing Stage Stage 4
Leader directs	Leader coaches	Leader facilitates and enables	Leader delegates and oversees
The group depends on the leader for guidance and direction.	Decisions don't come easily within group…compromises may be required to enable progress.	Group members respond well to facilitation of leader…there is a general respect for the leader and leadership is shared by the team.	The group knows clearly why it is doing what it is doing…the group does not need to be instructed or assisted.

Note: A full explanation of Tuckman's theory is available in Leading the Way: Youth Leadership Guide (2009, p. 32).

Will leaders be effective if they demonstrate all the leadership skills discussed in modules one and two thus far and if they demonstrate and understanding of group dynamics? Actually, effective leadership requires even more competency. *Failing to prepare is preparing to fail.* Whoever wrote these words knew what he/she was talking about! Youth leaders must demonstrate an understanding through preliminary assignments and micro-teaching episodes that preparation is critical to effective leadership. Organizational strategies should be addressed and shared among members of the class and goal setting related to such skills may occur with students who struggle for competency in organization.

Aim
There are several critical aims of module two, Effective Leaders. First, this module aims for students to develop a deep understanding of characteristics that effective leaders portray through critical reflection of effective leaders in history and in their own past

experiences. Understanding and demonstrating effective communication skills is another large aim of module two as it focuses on both verbal and non-verbal skills. These skills are developed as students work within a group setting so that students learn how to apply effective communication skills while also demonstrating an understanding of group dynamics. Demonstrating an understanding of group dynamics is another important aim of module two. The final aim of this module is for students to understand, and be prepared to demonstrate, the notion that effective leaders are competent in planning, organizing, scheduling, and implementing programs.

Specific Curriculum Outcomes for Life Skills through Sport
1. The student will investigate characteristics of effective leaders in history, and effective leaders from his/her past, and fully critique them (i.e., Were they positive or negative, and why?, etc.).

2. The student will apply effective verbal and non-verbal communication skills while serving as a leader through physically active micro-teaching settings among peers, and/or during module 3 and 4.

3. The student will apply knowledge of group dynamics while serving as a leader through leading physically active experiences in micro-teaching settings among peers, and/or during module 3 and 4.

4. The student will demonstrate an understanding of the planning / scheduling / organizing required to lead effectively during micro-teaching settings, and/or during module 3 and 4.

Suggestions for Learning and Teaching Effective Leaders
• Students research different leaders in history and their varying leadership intentions and styles. They should provide examples of effective leaders, ineffective leaders, good leaders, and bad leaders and provide rationale for their responses.
• Students interview someone from their past they identify as an effective leader. It is important that the chosen leader to be one that serves in a volunteer role so that students develop awareness of the importance of volunteering in the community. Through this process, students will develop a list of leadership skills, characteristics, and style(s) exhibited by the leader and provide rationale for why they conclude the leader to be such an effective one.
• Students take digital photos of effective leaders in action and explain how the photo illustrates an effective leader.
• Students can role-play varying communication traits after choosing a card located upside down in the center of a circle; this card will have a word or phrase on it that identifies the individual possessing a particular communication trait. This activity addresses students' understanding of group dynamics. Since the cards are placed upside down, no one else in the group knows what type of communicator the students are trying to portray. Students will then piece together a puzzle (or, do another task) while remaining in character of the communication description word chosen. Upon completion of the activity, students critically reflect on the activity and write / discuss

about what types of communication traits were a hindrance to the team and what types were assets. Additionally, students reflect on whether some types overpowered others and how this relates to group dynamics. Example words / phrases that could be placed on card stock include: thoughtful, patient, listens well, poor body language, encouraging, demoralizing, rude, impatient, honest, negative, positive, always wants to lead, never wants to contribute. *Teachers may choose to administer this activity among small groups to provide all students opportunity to contribute to reflection and discussion upon its completion. Each student should only speak when holding "speaking" item (bean bag) as it is passed around. Every student in the team should contribute to the discussion once before any student in the team contributes more than once.*

- PHE Canada's Youth Leadership Guide: Leading the Way (2009) provides many appropriate and related *communication activities* and work sheets for youth leadership development. These activities are located on pages 66 – 85.

- Stevens (2008) presents three scenarios for students to practice communication skills. Scenarios and tasks are available on pages 23-25 of the text.

- The teacher can develop scenarios (see example in Appendix B.3) whereby students are split into small teams and required to critically analyze how group dynamics are hindering and/or aiding the scenario. Team members should also indentify leadership stages as related to Tuckman's theory on Group Dynamics (see background section of this module). Team members then submit a list of suggestions from a leadership perspective as to how to address the problems identified (i.e., our leader should talk honestly and fairly with those who are not listening to others' opinions, etc.).

- Divide class into group of 4-5 students and have each student practice leading short activities in micro-teaching episodes such as: creative warm-ups, introduction of a new activity and/or game, unfamiliar and creative fitness activities, etc. Require self-reflections based on their communication effectiveness, planning and organizing, and experience related to Tuckman's theory of Group Dynamics.

- What My Team Looks Like Activity: Students can compile old magazines, glue sticks, large piece of paper, and scissors. Every team member considers members of the team. What strengths, diverse talents, and special qualities does each member bring? Then, students consider what this might look like if individuals began to act like high functioning leaders serving the community. Images and words related to the topic should be cut out and glued to the large paper. Use markers to add color and any words that are missing albeit identified as essential. When posters are completed, all each person to talk about his/her poster. This can create a positive start to the group coming together as a team (adapted from Stevens, 2008, p. 37).

- Students can role-play in small teams effective meetings to demonstrate components of an effective meeting: 1. Inviting input from others; 2. Assign roles for the meeting; 3. Determine who should be at the meeting; 4. Organize a meeting agenda; 4. Start the meeting with a task that all participants will take part in to ensure they are on time; 5. Write a time estimation next to each meeting item; 6. Do not overload an agenda and be willing to modify as needed; and 7. Post agenda to class wiki, email to team members, or distribute a hard copy so participants can see it at all times (Stevens, 2008). *Stevens (2008) provides a sample agenda on pg. 27 of her text.*

Suggestions for Assessing Effective Leaders
- Upon completion of micro-teaching episodes whereby students rotate through leading peers (e.g., creative warm-ups, introduction of a new activity and/or game, unfamiliar and creative fitness activities, etc.) require peers to assess each other on their communication effectiveness, planning and organizing, and experience related to Tuckman's theory of Group Dynamics.
  - Teachers can also authentically assess students' competency in each of the above areas in formative (during micro-teaching episodes) or summative (while students serve as youth leaders during module 3) settings (see Appendix B.4).
- Upon students' completion of assignments where they interviewed a leader from their past, assess their understanding of effective leadership skills, characteristics and group dynamics through the rationale they provided supporting the indentified volunteer as a leader in their community.
- Students submit personal reflection journal where they submit a reflection piece after each micro-teaching leadership experience. Here, students critique their leadership skills (communication, etc.), planning and organization skills, and current stage of leadership development. Teachers can assess students' understanding of all these leadership components through reading student entries (see Appendix B.5).
- Assess student research assignment regarding effective leaders in history based on leadership components covered throughout the module.
- Utilize exit slips as formative assessment throughout the course to determine what the students know and understand and what the teacher will need to revisit, build upon in future lessons.

Resources

Physical and Health Education Canada (2009). Leading the Way: Youth Leadership Guide.

Physical and Health Education Canada (2009). Health Promoting Schools: A proactive approach to creating healthy school communities.

Physical and Health Education Canada (2009). Active Living After School: A program guide for student leaders.

Physical and Health Education Canada (2008). Intramuralology: A quick reference for Intramural Programs.

Physical and Health Education Canada (2008). Convenerology: So you want to be a Convenor?

References

Blanchard, K. H., & Carew, D. (1996). How to get your group to perform like a team. *Training and Development*, 50, 9, 34-37.

Danish, S. (2002). Teaching life skills through sport. In M. Gatz, M. Messmer, & S. Ball-Rokeach, S. (Eds.). *Paradoxes of youth and sport* (pp. 49-60). Albany, NY: State University of New York Press.

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Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63, 8, 384-399.

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Module 3
NCCP Fundamental Movement Skills
Introduction

Aim Based on the Canadian Sport for Life model of long-term athlete development, this National Coaching Certification Program (NCCP) workshop explores the themes of fair play, safety responsibility, and communication. The goal is to expose participants to an innovative process that will help them teach the Fundamental Movement Skills (FMS) of throwing, catching, jumping, striking, running, kicking, agility, and balance and coordination. FMS are the basis for developing Physical Literacy in Children and form the foundation for future sport skill development and for the life-long enjoyment of physical activity. Learn how to observe and improve the fundamental movement skills through the format listed below which is best suited to you and your line of work.

FMS – High School Leadership

Target - High-School senior students participating in a Leadership or Advanced Physical Education class

The workshop consists of 12 units. Each unit is approximately 45 minutes long which allows for easy adaptation into a secondary school curriculum. Each unit focuses on a specific aspect of teaching movement skills or on a specific movement skill. The units give students many opportunities to assess and improve their teaching of fundamental movement skills as well as leadership skills such as activity delivery and effective communication.

Resources
The NCCP FMS High School Leadership kit consists of:

- Canada Sport For Life Introductory power point
- 1 DVD of all fundamental movement skills
- 1 CD with student handouts and resource material in a print-friendly format
- 1 Teacher Guide – Refer to this guide for specific class plan.

Specific Curriculum Outcomes for the NCCP Fundamental Movement Skills

1. The student will be introduced to Canada Sport for Life and the concept of physical literacy.

2. The student Introduces the students to core NCCP practices (safety, Emergency Action Plan, leadership, responsibility, respect, communication)

3. The student Exposes students to a teaching process that will improve Fundamental Movement Skills for children

4. The student opportunities to practice analysis, teaching, and implementation of games to improve FMS.

Module 4
Leading through Service
Introduction
Forward
"Be the change you want to be in the world." Ghandi

The intention of the Leading through Service module is two-fold. First, students will demonstrate an understanding of effective leadership components addressed in modules one and two. Second, students will demonstrate an understanding of the importance of serving other members of the community in a physically active capacity. Students will be provided opportunity to process their experiences and self-critique current leadership effectiveness, and also make connections to how they can serve as leaders beyond high school. As Margaret Mead said, "Never doubt that a small group of committed citizens can change the world. Indeed, it is the only thing that ever has." Within this module is a background of service-learning and rationale for implementing service-learning programs related to health and physical education, the specific curriculum outcomes to be addressed, suggestions for learning and teaching, suggestions for assessments, references, and resources that will be helpful to the physical educator.

Background
Today's youth are the first generation with a lower life expectancy than their parents (Flegal et al., 2005). The necessity to combat this fact is unparalleled and a good starting point is to increase opportunities for leaders to develop in the field of health and physical education and within physically active settings. Physical education is the logical place for students to learn such leadership skills through service-learning opportunities (Cutforth, 2000). In their work with youth in physically active settings Martinek and Hellison (2009) conclude that the spirit of social justice and citizenship – including leadership development - become intertwined through service-learning programs. As well, practical experience related to physical education enables students to learn in a variety of ways (Lee et al., 2005). Researchers in youth leadership in physical education conclude that youth leadership should be approached by linking responsibility and service as cornerstones (Libby, Sedonaen, & Bliss, 2006; Martinek & Hellison, 2009). Robert Greenleaf shares that "good leaders must first become good servants."

What is service-learning? John Dewey advocated that people do not learn from experience alone; rather, people learn when experiences are processed. Service-learning differs from volunteer work in that is class-based and students receive credit for their involvement in the program (Stevens, 2008). The rationale for service-learning as a teaching method is that students are able to acquire knowledge, understanding and skills, in this case related to leadership in physically active and healthy settings, through community service projects (Cutforth, 2000). In service-learning programs, students' learning outcomes are as important as providing opportunities for others during the program. Stevens (2008) posits that in order for a service-learning program to be effective, learning outcomes must be met / demonstrated, reflection must occur, and

reciprocity is exchanged. Reflection in service-learning ranges from journaling to self-assessment, to the answering of higher-level questions. Both on-going reflection and evaluation of a program are essential if a program is to be ongoing and successful (Stevens, 2008). In module 3, reciprocity is a clear goal. Students will develop and serve as youth leaders while members of the community benefit from a program that would not otherwise be made available to them.

Stevens (2008) provides the following criteria for a high-quality service-learning project in addition to diligent planning and effective communication. *1. Clarifying community and class needs; 2. Defining goals; 3. Describing roles; 4. Planning a step-by-step implementation process; 5. Securing supervision and guidance; 6. Setting up support systems that will ensure timely feedback and possible course corrections; and, 7. Planning enough time for reflection and evaluation (p. xiii).* Stevens also provides a five-step process for successful and service-learning projects. Detailed descriptions of each step are available on page xv of her book. These steps include: *1. Launching the project; 2. Building an Effective Team; 3. Planning the Project; 4. Implementing the Plan; and, 5; finishing the Project.* It is critical that youth leaders and teachers are familiar with each of the five steps prior to the implementation of a physically active service-learning program.

Aim
The aim of this module is to provide an authentic environment for students to serve and further develop as youth leaders. Thus, the module not only aims to help students practice effective leadership styles, skills, and characteristics, it aims at directly and indirectly decreasing barriers of physical activity and healthy lifestyles within the school and greater communities. Direct decrease of physical activity barriers might include: providing the intramural program to their grade level; providing a fundraising activity such as jump rope for heart; coaching a local youth sports team; providing an after school program related to physical activity for peers, providing an after school program related to physical activity to younger students at a nearby school, etc. Indirect decrease of physical activity barriers might include healthy initiatives such a grant writing to acquire funding to purchase necessary equipment for a future physically active initiative, etc.

Specific Curriculum Outcomes for Leading through Service
5. The student will convey what service-learning projects are, their benefits, and what service projects should not be.

6. The student will initiate a needs assessment for his/her leadership role within a group, and a needs assessment for the service-learning project to be implemented.

7. The student will implement a service-learning project in the community and continuously reflect (and, adjust as necessary) on his/her leadership effectiveness throughout the duration of the project.

8. The student will demonstrate an understanding of the importance of using inclusive language (related to such constructs as gender, sexuality, race, and ability) while serving as leaders and beyond.

9. The student will demonstrate an understanding of risk-management responsibilities when leading others.

10. The student will develop a summary report of the service-learning experience for future groups to learn from and build on.

11. The student will identify potential leadership opportunities beyond high school and determine how to explore such opportunities.

Suggestions for Learning and Teaching: Leading through Service
- Students research, define, and discuss what a service-learning program is, its benefits, and what a service-learning program should not be. Split students into smaller teams and have them compare findings. Bring the class back together as a larger unit and come up with a clear definition that the class agrees on. During both small team discussions and the class discussion, invite students to use communications skills developed throughout the first two modules.
- Each student conducts a *needs assessment* within the school or greater community related to healthy and active lifestyles. Each student submits a list of what they deem as potential service-learning projects based on both community and school needs as well as their own personal interests. Rationale for why he/she chose the topics he/she did should also be provided. Steps taken by each student in conducting the needs assessment should be discussed in small teams upon completion. Positive and helpful steps taken by each student should be shared so that when the needs assessment occurs among a team, the most logical steps will be followed. Examples of steps to be taken might include: 1. Determine who is least active in school community; 2. Determine what group is least active in surrounding school community; 3. Identify costs of local physical activities and how the cost may marginalize those who can not afford them, etc.
- Prior to first visit to service-learning program site, students might complete Activity #4.9 – Win, Win! No Losers Allowed (PHE Canada's Youth Leadership Guide: Leading the Way, 2009, pgs. 92-93) to aid in leaders' understanding of how communication and problem solving are related to conflict resolution.
- Activities #4.13 – Prioritizing Me; #4.14 – Prioritizing for Groups; and, #4.15 – Time Wasters (PHE Canada's Youth Leadership Guide: Leading the Way, 2009, pgs. 103-105) to aid in students' understanding of the importance for effective leaders to manage their time well.
- Students maintain a reflection journal throughout the service-learning program where they critically self-assess and peer-assess their participation as a youth leader and a team member along with their peers' effectiveness.
- Students research politically correct terms and language to identify groups in society and demonstrate an understanding as to why it is so important to utilize such inclusive

language. *Activities for teaching politically correct language are available at: http://eca.state.gov/forum/vols/vol44/no1/p20.htm*

- Team members compile a booklet throughout the service-learning project that is completed once evaluation of their efforts occur. This booklet should demonstrate an understanding of effective leadership and implementation of service-learning programs. It will do so by having members contribute positives, correctives, must do's, must don'ts, etc. Organizational components (contact names, email address, etc.) should also be included).
- Students take photos to represent and illustrate effective leadership skills or characteristics demonstrated throughout their service-learning program.
- Students complete a series of questions related to a case involving youth leadership and service-learning. A sample case is provided in Appendix C.1.
- Students write a letter to themselves making suggestions as to how they can continue to break down barriers to physical activity in their community upon completion of the Leadership 12 course.

Suggestions for Assessing: Leading through Service
- Collect students' research related to defining service-learning programs and assess their understanding of the programs.
- Continuously monitor and authentically assess students' use of inclusive language throughout their micro-teaching episodes, team meetings with peers, and implementation of service-learning program.
- Assess youth leaders' lesson / activity plans to determine if the leader was organized, a good delegator, creative, etc.
- Peers complete assessments of youth leaders in their team. Specific feedback should be provided and effective communication skills should be demonstrated when the peer assessment is shared with the group leader.
- Assess students' responses to a case to assess their knowledge of how service-learning programs should work and to assess their understanding of group dynamics.
- Distribute *Self-Evaluation of Professionalism* located on pages 32-33 of Stevens (2008) text.
- During the service-learning program, teachers can authentically assess students' leadership effectiveness based on criteria established throughout the course.
- Students' complete Activity #3.11– Leadership Action Profile in PHE Canada's Youth Leadership Guide: Leading the Way (2009, p. 50-54).

Resources

Do's and Don'ts of Inclusive Language:
        http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/incl
usiv.htm

Inclusive Language: Creating Accessible Teaching and Support
        http://www.adcet.edu.au/Cats/Policy_and_Administration/Inclusive_Language.ch
px

Physical and Health Education Canada (2009). Leading the Way: Youth Leadership
        Guide.

Physical and Health Education Canada (2009). Health Promoting Schools: A proactive
        approach to creating healthy school communities.

Physical and Health Education Canada (2009). Active Living After School: A program
        guide for student leaders.

Physical and Health Education Canada (2008). Intramuralology: A quick reference for
        Intramural Programs.

Physical and Health Education Canada (2008). Convenerology: So you want to be a
        Convenor?

National Service-Learning Clearinghouse:
        http://www.servicelearning.org/what-service-learning

Martinek, T., & Hellison, D. (2009). *Youth Leadership in Heatlh and Physical
        Education*. Palgrave Macmillian: NewYork, NY.

Stevens, C. A. (2008). *Service-learning for Health, Physical Education, and Recreation:
        A Step-by-Step Guide.* Human Kinetics: Champaign, IL.

Teaching Politically Correct Language:
        http://eca.state.gov/forum/vols/vol44/no1/p20.htm

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Appendix A.1
Authentic Assessment Sample Template
Understanding Leadership Skills through Micro-Teaching Episodes

Student Name	Essential Learning Aspects		
	Organizational Skills	Interpersonal Skills	Other Skills
A			
B			
C…			

Assessment Key

1	2	3
Seldom Evident	**Emerging**	**Proficient**

Assessment Criteria for Proficient Level

Organizational Skills:
- Needs assessment conducted (i.e., appropriate equipment available, task for all team members, etc.)
- Thoughtful decision making evident
- Effective delegator (i.e., invited others to help with equipment, set-up, etc.)
- Managed time effectively (i.e., began and ended on time, allowed time for reflection to occur, provided adequate time for physical activity and fun)
- Suggested realistic work load of team members
- Evaluated his/her performance objectively and accurately

Other Skills:
- Teacher determines what other leadership skills he/she would like youth leaders to demonstrate and add criteria here.

Interpersonal Skills:
- Respectful to each team member and teacher.
- Diplomatic and tactful.
- Demonstrated an ability to resolve conflicts.
- Acknowledged efforts and performance of others (i.e., not just those who excel physically but particularly those who were unsung heroes and/or did the right thing when not knowing the youth leaders was observing their behavior).
- Listened to suggestions and input from others.
- Used positive body language and verbal language when communicating.
- Admitted when made a mistake.
- Well-spoken (good speaker, easy to be heard).

NOTE: This is just an example! Teachers may choose to focus on particular leadership skills depending on the list that the class determines to be most important, etc.
NOTE: Students should always be made aware of the assessment criteria to reinforce their knowing and demonstrating these behaviors throughout the classes.
NOTE: Please adjust the scale as you wish (e.g., maybe you prefer a 4-point scale and would like to add a criteria for students exceeding all expectations).

Appendix A.2
Assessment Sample Template
Understanding Leadership Styles

*Note: these are only a few examples of questions that could be asked to assess students' knowledge and understanding of leadership styles.

Specific Curricular Outcome:
The student will apply and critique various leadership *styles* through leading physically active experiences in micro-teaching settings among peers, and connect the knowledge to experiences outside of physical activity and beyond high school.

* Note: only one component of this outcome is assessed in the following example.

Name: _____   **Date:** _____

Instructions: Carefully read each question in its entirety. Neatly answer each question in the space provided (use back of the page as necessary).

1. **What Leadership Style do you think is <u>least effective</u> in working with youth in physically active settings? Why do you think this? What Leadership Style do you think is <u>most effective</u> in working with you in physically active settings? Why do you think this? Please provide specific rationale for your thoughts based on the notion that leadership provided is in a physically active setting.**

2. **Based on an area that you would like to serve as a leader post high-school, describe a scenario whereby something might go wrong. <u>Based on your knowledge of leadership styles</u>, provide insight as to how you might respond to this situation.**

Appendix B.1
Characteristics of Effective Leaders

Characteristics Needed for Effective Leadership		
Achivement-oriented	Dedicated	Tolerant of stress / anxiety (resillent)
Adaptable to situations	Dependable	
Alert to social environment	Energetic	
Assertive	Enthusiastic	
Competent	Honest	
Cooperative	Optimistic	
Courageous (risk-taker)	Persistent	
Decisive	Self-Confident	

Characteristics exhibited by effective are borrowed by taken from Manitoba's Grade 12: Active Healthy Lifestyles Curriculum.

Appendix B.2
Tips on Communication

<table>
<tr><td colspan="2" align="center">Tips on Communication

PHE Canada (2009) Leading the Way: Youth Leadership Guide</td></tr>
<tr><td align="center">When you send a message…</td><td align="center">For example…</td></tr>
<tr><td>Speak for yourself, not for others. Use "I" to show you take responsibility for your own ideas.</td><td>"Maybe I'm the only one in the group who thinks that activity would be a winner."</td></tr>
<tr><td>Be competent and specific. Give all the information the listener needs to understand your ideas.</td><td>"I've just explained each of the questions to the Parent Committee asked about the fund drive."</td></tr>
<tr><td>Make sure you mean what you say: words, actions and body language.</td><td>"I'm smiling because the thought of 200 kids doing fitness on the field is incredible."</td></tr>
<tr><td align="center">When you receive a message…</td><td align="center">For example…</td></tr>
<tr><td>Restate the sender's message to be sure you understand it.</td><td>"You mean I should talk to the coach before I organize the equipment schedule?"</td></tr>
<tr><td>When there is a misunderstanding, discuss it with the sender.</td><td>"I can see why we shouldn't hve a long speech at the banquet, but I don't know why we can't talk about the award winners."</td></tr>
</table>

* The complete table located in PHE Canada's Leading the Way: Youth Leadership Guide (2009, p. 63) includes additional tips and examples of effective communication.

Appendix B. 3
Sample Scenario: Group Dynamics

The grade 12 students in Nova Scotia were pretty pumped to deliver the upcoming service learning program to the children at the elementary school located just down the road. Members of the Leadership 12 class were divided into four teams as the teacher determined that they would have more opportunity to develop as leaders if they each experienced leading their peers in addition to leading the younger children. Therefore, each week one member of the team served as the team leader although each week every member of the team had a leadership role.

The following is feedback taken by one group member of upon completion of the first week's program. Please note, this member was **not the peer leader** of the group for this particular week; the team member was a classmate and supposed to follow the leader's instructions and guidelines prior to and during the day's activities. Based on the feedback below, please identify what Stage of Leadership (based on Tuckman's Theory of Group Dynamics) most likely occurred for each Team (A, B, C, and D). As well, please offer detailed feedback and rationale for such feedback for the Team Leader based on the comments offered by the team member. * Be sure to exhibit positive, caring, and effective communication skills when delivering feedback to the team leader.

Team A: *"Josh was awesome. He definitely has been paying attention to class the past couple of weeks. He offered guidance but not in an arrogant way; Josh provided all of us opportunity to lead different activities to the kids. I don't know if he even had to be there we were so prepared. We had a blast!"*

Team B: *"Our group doesn't get along really well. We just have very different personalities. I thought Rhyah did an awesome job of giving us a solution (rock, paper, scissors) to solve a dilemma and move forward. But, now that I reflect on it, it would be pretty weird to be doing this in an office in ten years! Mmmmmm."*

Team C: *"I'm not sure if it was our fault or our leaders, but we really didn't seem confident in what we were doing. In fact, we kept looking to Hayden to tell us what to do. Hayden was organized and clear when he told us what to do, but I think maybe we should have known before we got there."*

Team D: *"Sara is a really nice person in that she listens to our opinions and tried to place us in our first choice. When she couldn't place us with our first choice, she explained why and how she determined who was placed where. I think she gave us all opportunities to be involved – she really reached out to those that are more shy and quiet. We were pretty excited during our reflection meeting as we realized how we are really coming together as a team. Zac commented that he hopes we continue to work so well with each other when he is the team peer leader next week."*

Appendix B.4: Assessment Sample Template
Communication, Planning, & Group Dynamics

Specific Curricular Outcomes:

▪ The student will apply effective verbal and non-verbal communication skills while serving as a leader through physically active micro-teaching settings among peers, and/or during module 3.
▪ The student will apply knowledge of group dynamics while serving as a leader through leading physically active experiences in micro-teaching settings among peers, and/or during module 3.
▪ The student will demonstrate an understanding of the planning / scheduling / organizing required to lead effectively during micro-teaching settings, and/or during module 3.

Name: _____   **Date:** _____

Assessment Key

1	2	3
Seldom Evident	**Emerging**	**Proficient**

Student Name	Communication			Planning	Group Dynamics
	V	**NV**	**L**		
Jacob					
Sean					
Julia					
Renee					

Assessment Criteria for Proficient Level

Communication Skills
- V= Verbal: clear (speaks well), positive tone, enthusiastic tempo,
- NV = NonVerbal: smiles when possible, welcoming expressions, hand gestures are encouraging
- L = Listening: active listens, allows others to talk, considers suggestions, invietes nad considers feedback from team members related to their leadership.

Effective Planning
- Adequate equipment and resources made available to all team members.
- Manages time well (stays on time)
- Lesson plan submitted several days in advance to teacher and group members.
- Team members are aware of their responsibilities.
- Evaluation forms are provided for each team member and structure for distributing and collecting forms is est.

Appendix B.5
Sample Self-Assessment Form

> NOTE: These are just examples of criteria to assess the above leadership components; they are not exclusive or exhaustive.

Name: _____

Date:

_____

> NOTE: Students should always be made aware of assessment criteria and have knowledge of when they are being assessed.

Please address the following statements. You may use as much extra space as needed to complete this task in a critical and thorough way.

1. Today, I led the group in the following activity…

2. My thoughts regarding my planning for today's activity are…

3. I felt my communication skills were (please address verbal, non-verbal, and listening skills here) ….

4. The leadership skills that I think I need to improve most on are…. I will improve these skills if I….

5. I believe I am currently at the _____ stage of leadership development. In order to move on, I think I should….

6. _____ was a problem for me today. While I solved it this way _____, I think I would have been more effective if I did the following….

7. _____ has been an effective and positive leader in my life. Today, I emulated this person when I _____. I feel that I could have displayed more of this person's leadership skills and characteristics if I did….

8. The following was my biggest success today… I am proud of this accomplishment.

Appendix C.1
Sample Case: Youth Leadership in Service-Learning

Below is an excerpt from one student's journal. Please read the case an answer the questions that follow.

This year, I'm a senior and was excited to sign up for the new Leadership 12 Physical Education class as I am interested in learning more about how I can be a leader on my sports teams and in the classroom. Our teacher said that we will also develop leadership skills throughout the course to help us be effective leaders once we graduate from high school. For my team's (my small group within the class) service-learning project, we are responsible for a grade 9 and 10 intramural program during the fall semester.

Our team is comprised of 3 males and 3 females. If asked to provide a brief description of each team member, the descriptions I would offer include: Team member #1. Bossy and overbearing by times; Team member #2. Shy and hates the spotlight; Team member #3. Brilliant but knows it and always asks a thousand questions that no one understands; #4 Level-headed and nice to everyone; and #5. Easily swayed. While these are only my perceptions after our first couple of team meetings, I feel that I have adequate reasons for describing individuals the way I did.

I attribute our chaotic meetings to our varying personalities. The odd thing is, we were grouped as a team because we conducted similar needs assessments in a class assignment so I know we have at least that in common. I think it's logical to conclude that we all view intramurals as important and a viable solution to help our school community become more physically active. With further reflection, I am even more confident in thinking this because we all participate in intramurals — even though doing so is not mandatory.

Our teacher suggested that we serve as leaders both in our teams but also when delivering the program. In other words, I might be the team leader of my peers one week, but the following week I will be responsible for scheduling referees, making sure they show up, filling in if they don't show up, etc. Our team meetings thus far have resulted in (my perception) no leadership. We learned all sorts of effective communication skills but we are not implementing them. I am as much to blame as my peers because when things get chaotic, I sit back and zone out.

I'm a bit nervous because our teacher reminds each day that if are not prepared to deliver an effective and positive experience to others that we are not meeting our learning outcomes of developing as effective leaders. Perhaps most importantly, our teacher reminds us that we can do a disservice in providing a negative experience related to physical activity for participants!

1. *What positives are currently present in this situation?*
2. *What might I do to help our group develop as a cohesive and cooperative team?*
3. *What is my role in ensuring that each member of the team feels heard and his/her opinion matters?*
4. *What suggestions would you make to the members of the group in their development as a team?*
5. *How would you determine who the youth leader of the team should be for the first meeting in order for him/her to be successful moving forward?*
6. *What positives are currently present in this situation?*
7. *How can I be direct with my teammates regarding their current communication behavior without hurting their feelings?*

Appendix C.2
Youth Leader Self-Assessment 1: Sample Template
This might be completed after each service learning program delivery.

Name: _____   **Date:** _____

Service Learning Project: _____   **Session #:** _____

<u>Please answer the following questions:</u>

1. How well did your lesson go today?

Why do you feel this way? Give examples.

2. What things do you need to work on?

3. What activities did you teach today? What goal(s) did each activity include?

4. How did your team talk go today?

Give examples of what went well or didn't go well.

5. Give examples of how you really helped someone today.

NOTE: This is an adapted version of "Youth Leadership Thoughts" form in Martinek & Hellison (2009) book. Their original version is available on page 140.

Appendix C.3
Youth Leader Self-Assessment 2: Sample Template
This might be completed after each service learning program delivery.

Name: _____   **Date:** _____

Service Learning Project: _____   **Session #:** _____

1. Were you on time today?

    Yes _____   No _____

2. How much of the time did you provide leadership to those attending your program?

    All of the time   _____   Most of the time   _____
    Some of the time _____   None of the time   _____

3. What percent of the time were the kids at your station active?

    Almost all of the time   _____   Most of the time   _____
    Less than half of the time _____

4. How positive were you with those attending your program?

    A lot   _____   Some _____   Not much _____

5. How positive were you with other members of your team?

    A lot   _____   Some _____   Not much _____

6. How many participants' names do you know?   _____

7. Did you use language that was inclusive to all team members and participants of the program?

    Yes _____   No _____

**NOTE: This is an adapted version of "Apprentice teacher self-evaluation form" form in Martinek &
Hellison (2009) book. Their original version is available on page 141.*