

Coded Expectations, Recreation and Fitness Leadership, Grade 12, College Preparation, PLF4C

Leadership

Overall Expectations

- LEV.01** · analyse a variety of leadership styles;
- LEV.02** · use their leadership skills in a variety of healthy active living contexts;
- LEV.03** · demonstrate an understanding of the group development process;
- LEV.04** · demonstrate teamwork skills that achieve positive results.

Specific Expectations

Leadership Style

- LE1.01** – define the concept of leadership;
- LE1.02** – explain the development of the concept of leadership from a historical and societal perspective;
- LE1.03** – evaluate the effectiveness of various leadership styles;
- LE1.04** – apply the leadership style required for a particular situation;
- LE1.05** – analyse their own preferred styles of leadership;
- LE1.06** – identify Canadian leaders in physical activities and describe their leadership qualities.

Leadership Skills

- LE2.01** – apply communication skills and strategies that help develop positive relationships (e.g., the ability to express ideas and to listen and respond to others);
- LE2.02** – demonstrate an understanding of strategies that facilitate the decision-making process, taking into consideration self, others, and available resources;
- LE2.03** – demonstrate an ability to use strategies to minimize and resolve conflict;
- LE2.04** – demonstrate an ability to use time-management skills.

Group Development

- LE3.01** – describe the factors (e.g., size, norms, cohesiveness) that affect group development;
- LE3.02** – explain the theories relating to stages of group development;
- LE3.03** – analyse how the roles played by various members of a group (e.g., summarizer, task initiator, encourager) contribute to group effectiveness.

Teamwork Skills

- LE4.01** – demonstrate an ability to facilitate behaviour within a group that is respectful of each individual's thoughts and opinions;
- LE4.02** – demonstrate an ability to take responsibility for carrying out tasks assigned by the group;
- LE4.03** – demonstrate an understanding of strategies that facilitate group effectiveness (e.g., ensuring that tasks are completed, that members of the group are satisfied with the group process, and that the group's product is of high quality);
- LE4.04** – demonstrate leadership skills through their participation in a variety of leadership activities (e.g., in-class tournaments).

Facilitation of Recreation and Leisure

Overall Expectations

- RLV.01** · demonstrate an understanding of the importance of doing a needs assessment before organizing a health and physical education event;
- RLV.02** · demonstrate an ability to coordinate a detailed plan for a health and physical education event;
- RLV.03** · demonstrate an ability to promote the benefits of lifelong participation in recreational and leisure activities.

Specific Expectations

Needs Assessment

- RL1.01** – apply appropriate research skills in conducting a survey to identify the needs of a target group for a health and physical education event;
- RL1.02** – demonstrate an ability to synthesize information from the survey and incorporate conclusions into a plan for the event;
- RL1.03** – identify the community partnerships available to support the findings and participate in the plan.

Plan Coordination

- RL2.01** – design a plan for a health and physical education event that reflects the needs and abilities of the participants (e.g., a specific age group, culturally diverse populations, individuals with special needs);
- RL2.02** – design an action plan (i.e., a plan that specifies what, when, how, who, how much) to implement the event;
- RL2.03** – effectively communicate information about the event to the target group (e.g., through an oral or electronic presentation);
- RL2.04** – evaluate the event based on pre-established criteria and make recommendations for improvement.

Promotion of Participation

- RL3.01** – explain the personal, social, economic, and environmental benefits of recreation and leisure;
- RL3.02** – describe motivational factors and potential barriers that affect lifelong participation in recreational and leisure activities;
- RL3.03** – identify various promotional strategies used to market recreation as an essential service;
- RL3.04** – apply strategies that are sensitive to community and to cultural and ethnic diversity to promote the benefits of recreation and leisure;
- RL3.05** – identify various career opportunities within the field of recreation and leisure.

Physical Fitness and Well-Being

Overall Expectations

- PFV.01** · demonstrate an ability to help others develop and implement personal health-related fitness plans;
- PFV.02** · demonstrate mentorship skills;
- PFV.03** · demonstrate an ability to help others understand how physical activity, nutrition, and positive self-image contribute to well-being;
- PFV.04** · apply safety procedures for injury prevention.

Specific Expectations

Health-related Fitness

PF1.01 – use appropriate appraisal tools to assess others’ physical fitness;

PF1.02 – analyse the results of physical fitness appraisals (e.g., by using software for data interpretation);

PF1.03 – identify community organizations that carry out physical fitness appraisals;

PF1.04 – describe career opportunities in the field of physical fitness.

Mentoring

PF2.01 – explain the attributes of an effective mentor;

PF2.02 – demonstrate an ability to support others in setting short- and long-term goals to maintain or improve their physical fitness;

PF2.03 – demonstrate an ability to support others in setting and following personal fitness plans.

Nutrition and Well-Being

PF3.01 – use appropriate appraisal tools (e.g., a software program, Canada Food Guide) to assess the eating habits and patterns of others;

PF3.02 – demonstrate an ability to support others in making appropriate revisions to their plans for programs that promote healthy eating and physical activity;

PF3.03 – demonstrate an ability to support others in shifting from an emphasis on weight control to an emphasis on a healthy lifestyle;

PF3.04 – identify community resources and support services for healthy eating;

PF3.05 – describe career opportunities in the field of nutrition and well-being.

Injury Prevention and First Aid

PF4.01 – demonstrate competence in specific skills (e.g., those acquired through CPR and first-aid training or aquatics certification) that can help others in emergency situations;

PF4.02 – describe safety regulations and procedures (e.g., procedures related to fire and injury) and protective devices (e.g., padding at the end of basketball courts, mouth guards) designed to ensure their own safety and that of others.