



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Okanagan Skaha Okanagan Skaha #67	School District 67
Developed by: John Buckley	Date Developed: October 25, 2018
School Name: Princess Margaret Secondary School	Principal's Name: Roger Wiebe
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Multisport 11	Grade Level of Course: Grade 11
Number of Course Credits: <i>*2 Credits 40-50 hours</i> 4 Credits 80-100 hours	Number of Hours of Instruction: 40 hours or 80

Board/Authority Prerequisite(s): PE 9 PE 10 Multisport 10

Special Training, Facilities or Equipment Required: Gymnasium, Weight Room and Computer Lab access

Course Synopsis:

This introductory course starts with a definition of Multisport and introduces the key concepts of athlete development through exposure to different sports at a high level. Course offerings explore the opportunities to learn, apply and evaluate the key skills in sports that transfer and improve overall athleticism through individual and group skill drills and game situations. The concepts of Personal Skill Development, Sport Psychology, Weight Training, Hydration, Nutrition, Weight Training, Agility and Power Movements, Personal Planning and Goal Setting are explored. Development strategies and personal attributes will be identified and programs will be tailored to meet the needs of individual student differences and experience levels in performance. Personal reflection and self-evaluation will be combined with objective analysis to critically analyze athlete development.

Goals and Rationale:

The course provides students with the opportunity to learn, apply and evaluate their multisport potential and development as an athlete in the school environment. Students will explore personal skill sets in a variety of sports while developing ways to transfer athletic skills from sport to sport. A critical component of the course is to expose students to a variety of sports while creating a true multisport aware athlete who can perform at a high level in more than one sport.

Multisport combines many skills and competencies both curricular and core through sport exposure, project based learning and personal planning. Personal awareness and self-reflection are key to student growth and confidence in sport performance. Creative thinking will allow students to develop personal plans for individualized growth in multiple sports. Short term and long term planning will help allow students to reach their potential.

Active game situations and sport performance in the school and community will help students better understand the importance of being socially responsible and positive leaders and role models.

Goals:

- Develop and understand the definition of multisport athletes and why it is essential to successful elite athlete development.
- To have students understand and demonstrate sport skill transfer to athletic performance.
- Identify personal strengths and areas to improve in sport development.
- Develop the concept of the long term athlete development model for multisport athletes.
- Develop awareness to the impact of sport psychology on training and confidence in sport performance.
- This course is designed to explore all aspects of athlete development in psychomotor, affective, and cognitive domains.

Aboriginal Worldviews and Perspectives:

- **Sharing circle** – opportunity for students to discuss current and complex issues in an open and respectful forum.
- **Consensus** – recognition of other people’s ideas and ability to openly discuss potential solutions to a challenge or issue.
- **Aboriginal concepts and language** – planning for and the purposeful inclusion and recognition of culture and language in leadership undertakings, initiatives, and gatherings.
- **Circle approach to thinking** – initiatives, challenges, and leadership is cyclical in nature and reflection is paramount
- **Particular attention will be paid to the issue of cultural appropriation, and the ethical decisions that need to be considered when using Aboriginal symbols, traditions and techniques. This issue can be addressed through consultation with local Aboriginal people.**

Core Competencies:

Communication

Thinking

Personal Social

BIG IDEAS

Daily participation in different types of physical activity influences our physical literacy and personal health and fitness goals.

Lifelong participation in physical activity has many benefits and is an essential part of a healthy lifestyle

Healthy choices influence our physical, emotional, and mental well-being.

Healthy relationships can help us lead rewarding and fulfilling lives.

Advocating for the health and well-being of others connects us to our community.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Physical Literacy – develop a solid base of skills in a variety of sports</p> <p>Healthy and Active Living – create a positive mindset toward lifelong participation</p> <p>Social and Community Health – improve social skills and community connect</p> <p>Mental Well-being – develop a confident state of mind toward performing and risk taking under pressure and overcome adversity</p>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> •*Higher level technique in a variety of sports •*Intermediate level movement concepts and strategies •Athlete focused methods to monitor and adjust physical exertion levels and apply to skill development •*Training principles of personal fitness, FITT, SAID, specificity •Effects of different types of Specific sports on the body •Self-imposed signs and symptoms of stress, anxiety and depression that athletes can control or change •Influences of physical, emotional and social changes on identities and relationships and sport focus •*Intermediate Sport Psychology principles •*Higher sport performance concepts in games

Defining

- Establish the overall purpose and intent of (a) **multisport skill transfer**(b) **athlete development**
- Select appropriate **sports for personal development**
- Identify potential programs for personal participation
- Identify criteria for success, **intended impact on sport performance**, and any constraints for a successful athlete development
- Identify different basic sport skills, key concepts, and sport psychology

Communicating

- Articulate potential **parameters, boundaries** and issues to consider when planning a personal development program
- Communicate and consider how social, ethical, and **sustainability** issues play a role in sport programs
- Self-assess and reflect upon **personal strengths and values**
- Reflect upon and assess the effectiveness of sports on personal development
- Effectively communicate importance of sport on school culture

Exploring

- Identify and use a variety of activities, processes and strategies for different sport skill development
- Identify needs in personal development and programs in schools
- Research and develop potential programs for personal development

- ***Elite Sport Benefits to being a Multisport athlete.**
- ***Essential Foundation skills to all good athletes.**
- 2 School and 1 Community sport program involvement.
- ***Higher Skill Development – repeat touches for mastery of skill**
- Visualization techniques and mistake re-focus
- ***Throwing, Catching, Kicking, Striking athlete skills**
- Movement skills and Agility skills in Sport Transfer
- Whole part whole learning of sport skill acquisition
- Muscle Memory repetition for higher skill training

- ***Pre-season training of advanced athletes**
- ***In- season training of advanced athlete**
- ***Post season training of advanced athletes**
- Sport influence on Mental Health in Athletes
- Ethical choices in sport advancement and specialization
- Athlete impact on society and role model examples
- ***Personal benefits from higher level sport involvement**
- Sport impact on school culture rapport, role models and self

- ***Higher Skill practice – Individual, Dual, Small Group, Large Group drills for successful transfer of skills**
- ***Repetition practice importance for higher skills**
- Gradual build up practice intensity
- ***Whole–part-whole skill aquisition**
- Shadow practice and visualization connection
- ***Solo practice and concentration focus**

Planning

- Take **creative risks** to identify different activities and processes depending upon individual needs for development
- Generate ideas to create a range of possible sport programs for continued individual growth
- Plan for potential challenges and obstacles associated with sports
- Incorporate effective **time management** for self and team programs

Implementing

- Gather feedback to critically evaluate development and make changes to future training
- Apply personal strengths, skills, fitness, nutrition and sport psychology
- Coordinate sport programs with all athletes for active skill development
- Use **program management processes** when working on individual skill development and team performance improvements in competition

- *Opposed/Unopposed importance for pressure training*
- *Feeder/Isolated skill focus to gain mastery*
- ***Pressure training in drills and game situations**
- ***Conditioned Games that focus on a specific skill**

- ***FUNdamentals**
- ***Learn to train**
- ***Train to train**
- ***Train to compete**
- *Train to Win*
- *Active for Life*
- ***Injury recovery**
- *Physiotherapy benefits*
- *Concussion protocol*
- ***Personal Planning**
- *Goal Setting*

- ***Self-Evaluation and Goal setting to elite sport**
- ***Multisport Rubric**
- ***Personal Journal**
- *Self-Reflection for growth awareness*
- ***IB Rating Scale**
- ***Objective Criteria scales – specific criteria**
- *Progressive skill acquisition charts*

Big Ideas – Elaborations

Daily Participation / Fitness- high skill ability in different sports positively influence physical literacy, personal health and fitness goals

Lifelong Sport Skills- multisport skills in many sports create higher potential for lifelong participation in sport and fitness.

Mental Health / Well-Being- confidence in performance and sport psychology practices impact healthy choices for better physical, emotional and mental well-being.

Sport Performance and Life Impact-team performance in school/community create healthy relationships and competition impacts rewarding and fulfilled lives.

Social Well Being and Team Concepts- Social well-being of all athletes in school/community sports better connects us to our community.

Curricular Competencies – Elaborations

Physical Literacy

- Introductory Basic Sport Skills in Volleyball, Basketball, Racquet sports, Team Sports, Individual and Dual Sports,
- Foundation Movement and Fitness concepts
- Throwing, catching, kicking, striking, running, diving, jumping skill development foundation for higher athlete skill development

Healthy and Active Living –

- Mental Performance training
- Foundation Sport Psychology concepts
- Long Term Athlete Development Plan

Social and Community Health –

- Athlete communication importance
- Leadership and Volunteer roles
- School and Community Sport connect

Mental Well-being –

- Mental Health considerations
- Sleep, Eat, Exercise impacts
- Technology on skill acquisition and performance
- Depression, anxiety, nervousness, embarrassment, sport confidence and preparation

Content – Elaborations

- **Volleyball Basic Skills – Junior Skills and rules*
- **Basketball Basic Skills – Junior Skills and rules*
- **Soccer Basic Skills – Junior Skills and rules*
- **Badminton Basic Skills – Junior Skills and rules*
- **Tennis Basic Skills– Junior Skills and rules*
- **Pickleball Basic skills*
- **Softball Basic Skills– Junior Skills and rules*
- **Indoor games – Throwing /Catching*
- Hand Eye Coordination learning components
- Foot Eye Coordination learning components
- Mental Visualization in Sport – Introductory concepts
- High Performance Training concepts

Recommended Instructional Components:

Long Term Athlete Development Plan - Year Outline of Units - Sport Activities and Teaching Progressions

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

Cognitive, Psychomotor and Affective Domains – Objective Criteria scales, Rubrics

Summative and Formative Evaluation – Journals, Reflections, Peer and Self Evaluation

Long Term Athlete Development Plan

Learning Resources:

Long Term Athlete Development Plan – Sport For Life

Periodization Training for Sports – Tudor O Bompá

Strength and Power for Young Athletes – Faigenbaum & Westcott

Cross Training for Sports – Moran & McGlynn

Additional Information: