

LEADERSHIP

Performance Standard 21B.J

Share leadership and supportive roles while completing a task (e.g., .develop a practice schedule for learning or improving a skill, develop a strategy, create a drill, create a new game or complete a team building initiative) accordingly:

- *Knowledge:* Knows leadership and supportive role skills and strategies.
- *Process:* Interacts positively in a group setting while creating a drill, strategy or new game.
- *Explanation:* Assess individual contributions to the group as a leader and supportive member.

Procedures

1. ***In order to demonstrate cooperative skills during structured group physical activity (21B)***, students should experience sufficient learning opportunities to develop the following:
 - Compromise/adapt to group needs during physical activity.
 - Share leadership and supportive roles during structured group physical activity.

Note: Students should be able to identify skills and strategies of leadership and supportive roles.

2. Define the parameters of the assignment as follows:
 - create conditions for the activity,
 - work within small groups to contribute to the goal, and
 - require a prescribed time frame of up to 30 minutes per activity.
3. Present the objectives of the activity (e.g., the creation of a drill to develop a strategy, a new strategy or creation of a new game or modifying an existing game.) It is suggested that this assessment be carried out several times during the year, and with several different games, dances or sports.
4. Each student will use the prescribed rubric for self-evaluation. The teacher will make an evaluation of individuals using the same rubric
5. Each student's individual score will consist of a self-score and the teacher's score. These two scores will be added together for the evaluation. .
6. Evaluate each student's performance using the "Leadership" Rubric as follows:
 - *Knowledge:* The knowledge dimension was demonstrated in the performance.
 - *Process:* Demonstrated leadership and supportive roles positively in group setting.
 - *Explanation:* Analyzed and explained individual contributions to the group as a leader and supportive member.

Examples of Student Work

- [Meets](#)
- [Exceeds](#)

Time Requirements

- Depending on the task
(Creating a strategy will require less time than creating a game. Students need time to create rules, develop the task and to practice it. Group work is necessary. It is anticipated that the task will cover several days.)
- 5 minutes at the end of the activity for evaluation

Resources

- If initiative-type activities are used, the following are good resources:
 - o Karl Rohnke, *Cowstails and Cobras II*, published by Project Adventure, Kendall/Hunt Publishers, Dubuque, IA
 - o Karl Rohnke, *Silver Bullets*, published by Project Adventure, Kendall/Hunt Publishers, Dubuque, IA
 - o Karl Rohnke and Steve Butler, *Quicksilver*, published by Project Adventure, Kendall/Hunt Publishers, Dubuque, IA
- Several of the activities in these texts also require minimal equipment.
- Leadership Rubric

LEADERSHIP

NAME _____ DATE _____

- Exceeds = 44 - 48 total points
- Meets = 34 - 43 total points
- Approaches = 24 - 33 total points
- Begins = 1 - 23 total points

The following rubric is used for the self and the teacher's evaluation. An individual's score is the sum of the self-evaluation and the teacher's evaluation.

	Individual responsibility	Teambuilding	Leadership	Respect	Resolving conflicts	Decision-making
4	<ul style="list-style-type: none"> • Frequently demonstrates individual responsibility for self during group physical activity 	<ul style="list-style-type: none"> • Frequently works with others toward a common goal during group physical activity 	<ul style="list-style-type: none"> • Frequently shares leadership and supportive roles during structured group activity for the benefit of the whole group 	<ul style="list-style-type: none"> • Frequently speaks to others with respect • Frequently listens to others with respect 	<ul style="list-style-type: none"> • Frequently resolves interpersonal conflicts with others during group physical activity in a positive manner 	<ul style="list-style-type: none"> • Frequently uses responsible decision-making skills when participating in a variety of structured group activities
3	<ul style="list-style-type: none"> • Sometimes demonstrates individual responsibility for self during group physical activity 	<ul style="list-style-type: none"> • Sometimes works with others toward a common goal during group physical activity 	<ul style="list-style-type: none"> • Sometimes shares leadership and supportive roles during structured group activity for the benefit of the whole group 	<ul style="list-style-type: none"> • Sometimes speaks to others with respect • Sometimes listens to others with respect 	<ul style="list-style-type: none"> • Sometimes resolves interpersonal conflicts with others during group physical activity in a positive manner 	<ul style="list-style-type: none"> • Sometimes uses responsible decision-making skills when participating in a variety of structured group activities
2	<ul style="list-style-type: none"> • Seldom demonstrates individual responsibility for self during group physical activity 	<ul style="list-style-type: none"> • Seldom works with others toward a common goal during group physical activity 	<ul style="list-style-type: none"> • Seldom shares leadership and supportive roles during structured group activity for the benefit of the whole group 	<ul style="list-style-type: none"> • Seldom speaks to others with respect • Seldom listens to others with respect 	<ul style="list-style-type: none"> • Seldom resolves interpersonal conflicts with others during group physical activity in a positive manner 	<ul style="list-style-type: none"> • Seldom uses responsible decision-making skills when participating in a variety of structured group activities
1	<ul style="list-style-type: none"> • Rarely demonstrates individual responsibility for self during group physical activity 	<ul style="list-style-type: none"> • Rarely works with others toward a common goal during group physical activity 	<ul style="list-style-type: none"> • Rarely shares leadership and supportive roles during structured group activity for the benefit of the whole group 	<ul style="list-style-type: none"> • Rarely speaks to others with respect • Rarely listens to others with respect 	<ul style="list-style-type: none"> • Rarely resolves interpersonal conflicts with others during group physical activity in a positive manner 	<ul style="list-style-type: none"> • Rarely uses responsible decision-making skills when participating in a variety of structured group activities
Score						