**PCSS LEAD 10-12 Program Application**

**2024/2025 1st Semester All Morning Program**

**Applications are Due. February 9th to Ms. Vermeulen.**

**Student Information**

Full Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Next Year: \_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Name (s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Email (s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian Phone #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Reference Form**

Please list 1 person that may be called or emailed as a reference:

Name of Reference: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email or Phone number of Reference: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Only fill this out if your reference is not a teacher at PCSS)

Your reference is a:

☐ Teacher

☐ Coach

☐ Community Leader (ie. Supervisor, Program Coordinator)

☐ Community Member

☐ Employer/Boss

**Self-Evaluation Checklist:**

When completing this self-evaluation form, please rate yourself in the following areas using a scale of 0 to 10 with 0 being very poor and 10 being outstanding.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| Shows courtesy/respect |  |  |  |  |  |  |  |  |  |  |
| Works well in group activities |  |  |  |  |  |  |  |  |  |  |
| Works independently |  |  |  |  |  |  |  |  |  |  |
| Participates in class |  |  |  |  |  |  |  |  |  |  |
| Demonstrates self-discipline |  |  |  |  |  |  |  |  |  |  |
| Responds positively to challenges |  |  |  |  |  |  |  |  |  |  |
| Listens/follows directions |  |  |  |  |  |  |  |  |  |  |
| Could benefit from LEAD |  |  |  |  |  |  |  |  |  |  |
| Is deserving of the opportunity |  |  |  |  |  |  |  |  |  |  |

**LEAD Questions**

**Why do you want to be in the LEAD program?**

**What strengths and/or skills do you have to offer the LEAD program?**

**What are three goals you hope to meet by the end of this program?**

**PCSS LEAD 10-12**

**Leadership Education and Athlete Development**

The purpose of the **LEAD** program is to offer Porter Creek Secondary School students an opportunity to participate in a combination of **active living**, **wellness, leadership**, and to learn about the essential streams of **strength and conditioning**. Along with the physical aspect, this program will also offer modern, interactive, educational seminars on topics necessary for them to be life-long learners in the field of health and physical education, and guest speakers specific to those topics. Aspects of **First Nations traditional games and culture** will also be examined in relation to the strength and conditioning component. The program will primarily take place in the Canada Games Center Fitness Rooms, Flexihall, Fieldhouse, and PCSS. Students will also be given a membership pass to the Canada Games Center for the semester. **The course fee is $150.**

**Credits**

This is an **8-credit course**, and takes place **all morning**.

* PE 10 or Active Living 11, or Active Living 12 (4 credits)
* Fitness and Conditioning 11 or 12 (4 credits)

**Program Components:**

***1.* Active Living/Movement:**

**a) Strength and Conditioning *-*** Introduction to fundamental resistance training exercises, focusing on technique, injury prevention, and training efficiency. Introduction to basic movement patterns to improve technical efficiency; speed, reaction time, co-ordination, running, balance, jumping.

**b) Gymnastics*-*** Develop kinesthetic awareness of the body through an introduction to basic gymnastics.

**2. Personal and Social Responsibility/Leadership:**

**Seminar Examples:**

Health and Nutrition, Public Speaking, Resistance Training Theory and Anatomy, Exercise Physiology, Injury prevention, Mental Training Preparation, Sport Psychology.

**3. First Nations Traditional Games/Sports**

Examine the physical aspects and cultural values of First Nations traditional sports in relation to strength and conditioning.