

ATHLEADERS: SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 1	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 1</u> What Makes Someone Standout? (1 Day) <u>Assessment Artifacts</u> Written warm-up reflection analyzing selfishness and leadership behaviors Small-group consensus-building activity with verbal justification of ideas Ticket-out-the-door reflection connecting mindset to leadership effectiveness	Leadership development, reflective decision-making, and social responsibility to support positive team dynamics and lifelong participation in physical activity.	<u>Standard: 3.12.B</u> Communication, leadership, and cooperation Students engage in structured discussion, group problem-solving, and collaborative decision-making to evaluate leadership behaviors in sport contexts. Students practice respectful communication, active listening, and leadership while working in small groups and defending shared ideas. <u>Standard: 4.12.B</u> Reflection, emotional regulation, and personal meaning Students analyze personal behaviors, emotional responses, and leadership choices that influence performance and participation in sport. Through reflection and discussion, students examine how mindset, emotional control, and purpose contribute to long-term success and engagement.	<u>Standard: 3.12.B</u> • Ice breaker and “Thought Experiment” group activity • Group consensus-building and one-minute defense • Whole-class discussion and peer explanation of ideas <u>Standard: 4.12.B</u> • Written warm-up response on selfishness • Discussion of emotional control and mindset using athlete examples • Quote analysis connecting leadership behaviors to personal sport experiences • Ticket-out-the-door reflection

ATHLEADERS:

LESSON TITLE: Quarter 1	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 2:</u> Bucket List (1 Day) <u>Assessment Artifacts</u> Written reflection identifying short- and long-term athletic goals Think-pair-share discussion participation during warm-up Small-group collaboration notes identifying barriers and opportunities for continued physical activity	Goal-setting, self-reflection, and personal responsibility to support meaningful engagement and lifelong participation in physical activity.	<u>Standard: 3.12.B</u> <i>Communication, cooperation, and leadership</i> Students demonstrate responsible social behavior by engaging in think-pair-share discussion, collaborating in mixed-sport groups, and respectfully sharing personal ideas with peers. <u>Standard: 2.12.10</u> <i>Identifies current and future physical activity opportunities and potential barriers to being physically active.</i> Students identify future aspirations, personal values, and potential barriers that may impact continued participation in physical activity beyond high school. The Bucket List activity prompts students to consider long-term opportunities and challenges related to athletic and personal development.	<u>Standard 3.12.B</u> • Think-pair-share discussion during warm-up • Small-group collaboration (4–5 students from different sports) • Class sharing of responses during the closing activity <u>Standard: 2.12.10</u> • Reflection on past year accomplishments and growth • Identification of future goals connected to sport and activity • Discussion of habits and choices that support success

ATHLEADERS:

SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 1	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 3:</u> Leadership Recipe (1 Day) <u>Assessment Artifacts</u> Leadership timeline reflection analyzing positive and negative leadership experiences Video analysis notes connecting leadership behaviors to team culture and performance Exit reflection identifying character traits that impact leadership effectiveness	Leadership development, mindset awareness, and reflective decision-making to promote positive social interaction and sustained engagement in physical activity.	<u>Standard: 2.12.7</u> <i>Analyzes how health and fitness can impact quality of life after high school.</i> Students analyze how leadership mindset, emotional regulation, and character development influence long-term success, well-being, and quality of life within and beyond athletic participation. <u>Standard: 4.12.B</u> <i>Goal-setting, reflection, emotional regulation, and personal meaning</i> Students reflect on personal leadership experiences, mindset, and character traits that influence their effectiveness as leaders in sport and team environments. Students analyze how emotional control, confidence, and self-awareness impact leadership growth and team culture.	<u>Standard 2.12.7</u> • Discussion connecting leadership behaviors to athletic programs • Video analysis illustrating leadership influence and group behavior • Reflection on how leadership choices shape culture and long-term outcomes <u>Standard: 4.12.B</u> • Leadership timeline reflection (positive and negative experiences) • Analysis of mindset examples (math equations, word perception activity) • Reflection on personal leadership barriers ("Too Coolness" / "Too Shyness") • Exit reflection on character traits limiting leadership effectiveness

ATHLEADERS:

SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 1	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 4:</u> Styles of Leadership (2 Days) <u>Assessment Artifacts</u> Leadership Styles Worksheet and 4-Corners written responses Scenario-based group discussion and peer debate participation Written reflection identifying personal leadership style and areas for growth	Students analyze, compare, and apply leadership styles through collaborative discussion, scenario-based problem solving, and self-reflection in sport and team contexts. Emphasis is placed on communication, respectful debate, decision-making, and personal leadership growth relevant to physical activity settings.	<u>Standard: 3.12.B</u> <i>Communicates effectively with others to promote respect and conflict resolution in physical activity settings</i> Students communicate effectively with peers while analyzing and debating leadership styles in team and sport contexts. Through structured discussion, collaboration, and scenario-based problem solving, students practice respectful dialogue, perspective-taking, and conflict resolution. Students demonstrate leadership by articulating ideas clearly, listening to others, and contributing positively to group decision-making. <u>Standard: 2.12.A</u> <i>Strategic thinking, application of knowledge, and performance analysis</i> Students apply leadership concepts and strategic thinking to authentic sport and team-based scenarios. By evaluating different leadership styles, students analyze how decision-making, communication strategies, and situational awareness influence team performance. Students transfer leadership knowledge across physical activity settings, demonstrating an understanding of how leadership impacts outcomes in competitive and cooperative environments.	<u>Standard 3.12.B</u> - Students engage in structured group discussion during the 4-Corners activity - Students communicate ideas, perspectives, and disagreements respectfully - Students participate in peer debate defending leadership styles <u>Standard: 2.12.A</u> - Leadership scenarios mirror real team and sport situations - Students apply leadership strategies to authentic performance challenges - Students analyze which leadership styles are effective in specific contexts

ATHLEADERS:

SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 1	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 5:</u> What is your sport? (1 Day) <u>Assessment Artifacts</u> Google Slide sport presentation explaining rules, roles, and competition structure Audience-completed K-W-L chart demonstrating understanding of presented sports Teacher-verified presentation notes assessing accuracy and relevance	Sport literacy, communication, collaboration, and cultural awareness through student-led presentations that promote understanding of diverse sports, roles, and competitive structures. Students develop the ability to explain sport-specific rules, terminology, and pathways while engaging respectfully as presenters and audience members in a physical education setting.	<u>Standard: 2.12.5</u> <i>Historical, cultural, and social understanding of sports and physical activity</i> Students identify and discuss the roles, structure, and cultural significance of different sports by explaining rules, scoring systems, levels of play, and coaching roles. Through research and presentation, students analyze how sports function within school and community settings and how participation opportunities vary across competitive levels. <u>Standard: 4.12.B</u> <i>Reflection, engagement, and personal meaning in physical activity</i> Students reflect on their understanding of sports beyond their own participation by identifying prior knowledge, questions, and newly learned information using a K-W-L framework. Students analyze how exposure to different sports enhances appreciation, engagement, and willingness to participate in a variety of physical activity opportunities.	<u>Standard: 2.12.5</u> - Rules and scoring systems - Number of players and competition formats - Levels of participation from youth to professional - Sport-specific terminology - Role of the coach and school sport culture <u>Standard: 4.12.B</u> - Audience members complete written K-W-L reflections - Students identify new insights gained about unfamiliar sports - Reflection demonstrates increased awareness and understanding of physical activity opportunities

ATHLEADERS:

SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 1	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 6:</u> Vision Boards (1 Day) <u>Assessment Artifacts</u> Vision Board Brainstorming Worksheet identifying goals, values, and motivation Completed physical or digital vision board Small-group sharing discussion demonstrating reflection and engagement	Goal-setting, self-reflection, motivation, and personal meaning through intentional planning for athletic, team, and life success. Students clarify short- and long-term goals, identify values and motivators, and connect personal vision to sustained engagement in physical activity and positive team culture.	<u>Standard: 2.12.10</u> <i>Future physical activity opportunities and barrier awareness</i> Students identify current and future physical activity opportunities connected to their athletic goals while examining potential barriers that may impact continued participation. By planning for both sport-related and life-related aspirations, students consider how choices, habits, and support systems influence long-term engagement in physical activity beyond high school. <u>Standard: 3.12.B</u> <i>Communication, cooperation, and leadership in physical activity settings</i> Students communicate effectively with peers by sharing personal goals and values in small-group discussions. Through respectful listening and team-based reflection, students build connections, recognize shared values, and demonstrate leadership behaviors that contribute to a positive and supportive team environment.	<u>Standard: 2.12.10</u> • Identification of short-term athletic goals and long-term aspirations (3–5 years and beyond sport) • Discussion of habits, motivation, and challenges that influence continued participation • Connection between athletic goals and future physical activity opportunities <u>Standard: 3.12.B</u> • Small-group sharing of vision boards • Team discussion identifying common values and themes • Respectful communication and encouragement among teammates • Participation in team affirmation and collective goal-setting

ATHLEADERS:

SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 1	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 7:</u> Communication (1 Day) <u>Assessment Artifacts</u> Telephone Pictionary reflection analyzing breakdowns in communication Video analysis discussion connecting communication behaviors to performance Ticket-out-the-door identifying a personal NITE Communication improvement goal	Effective verbal and non-verbal communication, leadership presence, and relationship-building in sport and team environments. Students develop strategies to communicate clearly, respectfully, and intentionally with teammates and coaches to improve trust, performance, and team culture.	<u>Standard: 2.12.4</u> <i>Application of movement concepts, strategies, and performance analysis</i> Students apply communication strategies to analyze and improve performance in sport and team settings. Through activities demonstrating miscommunication and video analysis of elite teams, students examine how verbal cues, eye contact, and non-verbal behaviors influence execution, decision-making, and overall team effectiveness during physical activity. <u>Standard: 2.12.8</u> <i>Skill-related goal-setting and practice planning</i> Students identify personal communication skills to improve and create intentional focus areas for leadership development. Through reflection and self-assessment, students establish individual goals related to tone, eye contact, and clarity of communication that support improved performance and leadership in sport environments.	<u>Standard: 2.12.4</u> • Telephone Pictionary activity illustrating how breakdowns in communication negatively impact execution and outcomes • Video analysis of the San Antonio Spurs highlighting how eye contact, attention, and non-verbal cues improve team execution • Application of NITE Communication strategies to real practice and game scenarios to improve performance and decision-making <u>Standard: 2.12.8</u> • Ticket-out-the-door reflection identifying individual communication components (Name, Information, Tone, Eye Contact) needing improvement • Student self-assessment of personal communication habits during practices and games • Class discussion identifying specific communication behaviors athletes want to improve (e.g., louder calls, better tone, stronger eye contact) • Informal goal-setting focused on intentional communication behaviors during upcoming practices or competitions • Reflection on how improved communication skills support leadership development and team effectiveness

ATHLEADERS:

SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 1	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 8:</u> Team Dynamics: Handling Adversity Better (2 Days) <u>Assessment Artifacts</u> Team Challenges Playbook and Situations worksheet completion Group-created conflict scenario and role-play performance Written or verbal reflection on effective conflict resolution strategies	Team dynamics, communication, leadership decision-making, and problem-solving through the analysis of common teammate challenges. Students develop strategies to understand different teammate behaviors, resolve conflict proactively, and apply appropriate leadership styles to strengthen team culture and performance in physical activity settings.	<u>Standard: 2.12.4</u> <i>Application of movement concepts, strategies, and performance analysis</i> Students analyze how different teammate behaviors and communication styles impact team performance and decision-making in physical activity settings. Through scenario matching, group-created situations, and performance-based role-play, students evaluate how leadership responses and communication strategies influence outcomes during practices and competition. <u>Standard: 3.12.A</u> <i>Rules, procedures, and social responsibility in physical activity settings</i> Students apply appropriate behaviors, respect, and responsibility while participating in group activities, scenario creation, and role-play. Students demonstrate accountability, discipline, and cooperation while engaging in structured team challenges and peer-led performances.	<u>Standard: 2.12.4</u> • Cups Activity modeling different teammate types and learning behaviors • Analysis of how communication and leadership responses affect team outcomes • Scenario matching linking team challenges to appropriate responses • Student-created role-play demonstrating resolution strategies and leadership application <u>Standard: 3.12.A</u> • Respectful participation during group work and performances • Adherence to discussion norms and role-play expectations • Demonstration of responsible behavior during peer-led activities

ATHLEADERS:

SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 1	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 9:</u> College Project: NCAA Clearinghouse (3 Days) <u>Assessment Artifacts</u> Completed College Project / NCAA Clearinghouse research worksheets Small-group presentation outlining postsecondary athletic and academic pathways Progress checklist verifying completion of project components	Future planning, goal-setting, and informed decision-making related to athletics beyond high school. Students explore postsecondary athletic and academic pathways, analyze eligibility requirements, and evaluate how physical activity, training habits, and personal choices impact quality of life after high school.	<u>Standard: 2.12.7</u> <i>Health, fitness, and quality of life beyond high school</i> Students analyze how continued participation in physical activity, sport, and fitness impacts quality of life after high school. Through research on college athletics and eligibility requirements, students examine how training habits, health behaviors, and long-term commitment to physical activity support success in postsecondary environments. <u>Standard: 2.12.3</u> <i>Transfer of knowledge across physical activity categories</i> Students describe how knowledge and skills developed through high school athletics transfer to postsecondary sport, fitness, and recreational opportunities. Through the college research project, students analyze how participation in different activity categories (invasion, net/wall, fitness training, outdoor pursuits) prepares them for future physical activity settings.	<u>Standard: 2.12.7</u> • Research on college athletics and eligibility requirements • Analysis of how training habits and physical activity impact postsecondary success • Discussion connecting fitness, health, and long-term quality of life <u>Standard: 2.12.3</u> • Students identify how skills and experiences from high school sports transfer to postsecondary athletics, recreation, and fitness opportunities • Research on different college sport offerings and physical activity programs beyond traditional varsity athletics • Small-group presentations comparing high school sport participation with college-level athletic and recreational opportunities

ATHLEADERS:

SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 1	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 10:</u> Title of Captain (1 Day) <u>Assessment Artifacts</u> Fearless Followership Worksheet Leadership Ranking Worksheet Captain Selection Process Worksheet Group discussion participation and reflections	Leadership roles, responsibility, and team structure through analysis of captain selection processes in sport settings. Students examine whether leadership is defined by title or behavior and evaluate how roles, influence, and accountability impact team culture, trust, and performance in physical activity environments.	<u>Standard: 3.12.A</u> <i>Rules, procedures, roles, and social responsibility in physical activity settings</i> Students demonstrate competency in paddle tennis skills including serving, rallying, court positioning, and rule-based gameplay during free play, practice sessions, and tournament competition. Through repeated game play in authentic settings, students apply movement skills under pressure while adapting to opponents, team strategies, and changing game situations. <u>Standard: 2.12.5</u> <i>Historical, cultural, and social roles of sport and leadership</i> Students examine the cultural norms and traditions surrounding leadership titles in sport. Through video analysis and discussion, students analyze how leadership structures influence team dynamics and performance, and how player-led versus coach-led models affect responsibility, trust, and accountability in physical activity settings.	<u>Standard: 3.12.A</u> • Small-group discussion analyzing captain selection processes on current teams • Completion of Captain Selection Process worksheet identifying roles and responsibilities • Group reflection on how leadership behaviors impact team structure and accountability <u>Standard: 2.12.5</u> • Video analysis of Tyler Coston – <i>Growing Leaders in Your Program</i> • Identification and discussion of cultural norms related to leadership titles in sport • Collaborative note-taking on player-led versus coach-led team models

ATHLEADERS:

SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 1	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 11:</u> Paddle Tennis: Simulated Season (6 Days) <u>Assessment Artifacts</u> Captain and team ticket-out-the-door reflections (leadership, evaluation pressure, team culture) Team strategy notes and tournament reflections End-of-season reflection rating technical skills, mental toughness, communication, and accountability	Application of leadership, communication, team culture, and performance strategies through a simulated athletic season. Students experience captain selection, team building, practice planning, competition, and reflection to analyze how leadership behaviors and team dynamics influence performance outcomes in physical activity settings.	<u>Standard: 1.12.A</u> <i>Demonstrates competency in motor skills and movement patterns in dynamic game environments</i> <u>Standard: 3.12.A</u> <i>Rules, procedures, roles, and social responsibility in physical activity settings</i> Students analyze leadership roles within organized sport environments by examining captain selection processes, team expectations, and responsibility structures. Through participation in drafts, team organization, and tournament play, students evaluate how accountability, behavior, and decision-making—rather than title alone—influence leadership effectiveness and team culture. Students demonstrate social responsibility by following rules, fulfilling assigned roles, and contributing positively to team structure.	<u>Standard: 1.12.A</u> - Students demonstrate paddle tennis skills (serving, rallying, court positioning) during free play, practice, and tournament competition - Students apply rules, scoring, and game-play strategies consistently across multiple days of play <u>Standard: 3.12.A</u> - Students follow established paddle tennis rules, scoring procedures, and tournament schedules - Captains fulfill leadership roles by organizing teams, facilitating activities, and maintaining accountability - Students demonstrate responsible participation during drafts, practices, and competition

ATHLEADERS:

SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 2	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 12:</u> Character Lesson: Positive Traits (1 Day) <u>Assessment Artifacts</u> Group character trait presentation notes Character Traits Worksheet responses Closing reflection identifying one strength trait and one growth trait	Character development, ethical decision-making, and social responsibility through analysis of positive character traits in sport, school, and life contexts. Students examine how character influences leadership behavior, team culture, accountability, and respectful participation in physical activity settings.	<u>Standard: 2.12.5</u> <i>Historical, cultural, and social roles of sport and physical activity</i> Students examine how character traits are valued and demonstrated within sport and society by analyzing real-life examples, role models, and public figures. Through group research and presentation, students analyze how character influences leadership reputation, cultural expectations, and responses to success and failure in athletic and social contexts. <u>Standard: 4.12.A</u> <i>Connection between physical activity and emotional, intellectual, and social health</i> Students analyze how demonstrating positive character traits supports emotional regulation, confidence, and healthy relationships in physical activity settings. Through reflection and discussion, students examine how character development contributes to personal well-being, teamwork, and positive social interaction during participation in sport and physical activity.	<u>Standard: 2.12.5</u> - Group presentations explaining assigned character traits using real-life and sport examples - Identification of role models who demonstrate positive character traits - Discussion of public examples where character traits were not demonstrated <u>Standard: 4.12.A</u> - Reflection identifying one personal character strength and one area for growth - Student explanation of how improving character supports leadership and relationships - Group discussion connecting character to confidence, trust, and team culture

ATHLEADERS:

SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 2	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 13:</u> Character Lesson: Positive Mindset (2 Days) <u>Assessment Artifacts</u> Written film-analysis chart identifying negative and positive inner voice responses Notes from article reading and class discussion on positive mindset Ticket-out-the-door reflections from Day 1 and Day 2	Mental toughness, emotional regulation, and performance awareness through analysis of mindset during training, competition, and reflection. Students examine how inner dialogue, persistence, and perspective influence performance, decision-making, and long-term development in physical activity settings.	<u>Standard: 2.12.4</u> <i>Application of movement concepts, strategies, and performance analysis</i> Students analyze personal performance by reviewing game film and identifying situations that influence decision-making, effort, and execution. Through structured film breakdown and reflection, students examine how mindset and inner dialogue affect performance outcomes and apply strategies to improve focus and response in competitive physical activity environments. <u>Standard: 2.12.8</u> <i>Skill-related goal-setting and practice planning</i> Students identify specific mental skills related to focus, attitude, and self-talk that impact performance. Through film reflection and inner-voice analysis, students establish intentional focus areas for improving mindset and mental preparation during future practices and competitions.	<u>Standard: 2.12.4</u> • Analysis of personal game film identifying performance situations influenced by mindset • Completion of film breakdown chart comparing in-the-moment inner voice versus reflective positive inner voice • Discussion connecting mindset to execution, effort, and decision-making <u>Standard: 2.12.8</u> • Identification of recurring negative self-talk patterns • Written reframing of inner dialogue into constructive, performance-supporting statements • Discussion of how improved mindset can be applied in future practices and competitions

ATHLEADERS:

SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 2	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 14:</u> Baggage (2 Days) <u>Assessment Artifacts</u> Written reflection responses from “Cross the Line” activity Completed Baggage Worksheet identifying personal and emotional challenges Players Tribune article analysis identifying athlete coping strategies Ticket-out-the-door reflections from Day 1 and Day 2	Emotional awareness, resilience, empathy, and mental health literacy through reflection and shared experiences. Students examine how personal experiences (“baggage”) influence mindset, behavior, and participation in physical activity, and analyze strategies used by athletes to cope with adversity and maintain engagement in sport and life.	<u>Standard: 4.12.A</u> <i>Connection between physical activity and emotional, intellectual, and social health</i> Students analyze how emotional experiences and personal challenges influence confidence, behavior, and participation in physical activity settings. Through reflection and discussion, students examine how awareness of personal and peer experiences supports empathy, emotional regulation, and positive social interaction in sport and team environments. <u>Standard: 2.12.7</u> <i>Health, fitness, and quality of life beyond high school</i> Students analyze how emotional well-being, mental health awareness, and coping strategies impact long-term participation in physical activity and overall quality of life. Through research and reflection on professional athletes’ experiences, students examine how resilience and support systems help individuals manage adversity and remain engaged in sport and physical activity beyond high school.	<u>Standard: 4.12.A</u> - Written reflection following “Cross the Line” activity analyzing personal emotions and shared experiences - Student responses identifying how awareness of others’ experiences can change treatment of teammates - Reflection on how emotional baggage affects mindset and participation <u>Standard: 2.12.7</u> - Completion of Baggage Worksheet identifying personal challenges and stressors - Players Tribune article analysis identifying types of baggage and coping strategies used by professional athletes - Ticket-out-the-door reflection connecting athlete experiences to personal resilience and growth

ATHLEADERS:

SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 2	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 15:</u> Clarifying Values (1 Day) <u>Assessment Artifacts</u> Completed Values Lesson Worksheet (Parts 1–4) Written responses to reflection questions in each section Ticket-out-the-door reflection identifying influences on personal values	Values clarification, ethical decision-making, and self-awareness through structured reflection and scenario-based choices. Students examine how core values are formed, how they influence decisions in sport and life, and how understanding personal values supports leadership, accountability, and responsible participation in physical activity settings.	<u>Standard: 2.12.3</u> <i>Transfer of knowledge across physical activity categories</i> Students examine how personal values transfer across different sport and physical activity contexts. Through reflection and discussion, students analyze how values such as effort, respect, and responsibility apply consistently across competitive, cooperative, and individual activity settings. <u>Standard: 2.12.8</u> <i>Skill-related goal-setting and practice planning</i> Students identify personal values that influence effort, commitment, and decision-making in sport and physical activity. Through reflection activities, students establish intentional focus areas for aligning values with behaviors, habits, and leadership actions that support personal development and improved participation in physical activity settings.	<u>Standard: 3.12.A</u> • Reflection identifying how values apply across multiple sports or activities • Discussion comparing value-driven decisions in individual vs team activities • Written responses connecting values to lifelong physical activity participation <u>Standard: 2.12.8</u> • Identification of values that support effort, discipline, and consistency • Reflection connecting values to future habits and leadership behaviors • Written responses outlining how values influence practice and competition decisions

ATHLEADERS:

SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 2	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 16:</u> Hardwood Hustle (1 Day) <u>Assessment Artifacts</u> Podcast note-taking sheet completed during listening Small-group presentation notes and discussion questions Audience podcast comparison chart Ticket-out-the-door reflection identifying most impactful leadership message	Leadership awareness, communication, and reflective learning through analysis of real-world leadership experiences shared by athletes, coaches, and sports leaders. Students evaluate leadership concepts, extract meaningful insights, and apply lessons learned to their own roles within sport and physical activity settings.	<u>Standard: 2.12.3</u> <i>Transfer of knowledge across physical activity categories</i> Students transfer leadership knowledge gained from podcast discussions to various sport, team, and physical activity contexts. Through reflection and group dialogue, students analyze how leadership principles apply across different roles, environments, and levels of participation. <u>Standard: 4.12.B</u> <i>Reflection, emotional regulation, and personal meaning</i> Students reflect on leadership lessons learned from podcast content by identifying messages that resonate with their own experiences and goals. Through written reflection and discussion, students analyze how leadership stories influence mindset, motivation, and personal growth related to participation in sport and physical activity.	<u>Standard: 2.12.3</u> • Completion of audience comparison chart predicting and summarizing podcast content • Reflection connecting leadership lessons to different sports or team roles • Discussion of how leadership concepts apply beyond the featured sport <u>Standard: 4.12.B</u> • Written reflection identifying which leadership message resonated most • Ticket-out-the-door explaining why a specific presentation was meaningful • Discussion connecting podcast lessons to personal leadership goals

ATHLEADERS:

SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 2	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 17:</u> Hardwood Hustle (1 Day) <u>Assessment Artifacts</u> Podcast note-taking sheet completed during listening Small-group presentation notes and discussion questions Audience podcast comparison chart Ticket-out-the-door reflection identifying most impactful leadership message	Leadership awareness, communication, and reflective learning through analysis of real-world leadership experiences shared by athletes, coaches, and sports leaders. Students evaluate leadership concepts, extract meaningful insights, and apply lessons learned to their own roles within sport and physical activity settings.	<u>Standard: 3.12.A</u> <i>Rules, procedures, roles, and social responsibility in physical activity settings</i> Students analyze leadership roles within organized sport environments by examining captain selection processes and expectations. Through discussion and collaborative learning, students evaluate how responsibility, accountability, and behavior—rather than title alone—influence leadership effectiveness and team culture. Students demonstrate understanding of social responsibility by identifying appropriate leadership behaviors within team structures. <u>Standard: 2.12.5</u> <i>Historical, cultural, and social roles of sport and leadership</i> Students examine the cultural norms and traditions surrounding leadership titles in sport. Through video analysis and discussion, students analyze how leadership structures influence team dynamics and performance, and how player-led versus coach-led models affect responsibility, trust, and accountability in physical activity settings.	<u>Standard: 3.12.A</u> • Small-group discussion analyzing captain selection processes on current teams • Completion of Captain Selection Process worksheet identifying roles and responsibilities • Group reflection on how leadership behaviors impact team structure and accountability <u>Standard: 2.12.5</u> • Video analysis of Tyler Coston – <i>Growing Leaders in Your Program</i> • Identification and discussion of cultural norms related to leadership titles in sport • Collaborative note-taking on player-led versus coach-led team models

ATHLEADERS:

SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 2	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 18:</u> Levels of Competitors (1-2 Days) <u>Assessment Artifacts</u> Completed Crow vs. Eagle reading and reflection responses Types of Competitors group presentation slides/notes Written self-identification of personal competitor type Ticket-out-the-door reflection identifying a role model and modeled behaviors	Competitive mindset, self-awareness, leadership behavior, and performance standards through analysis of different competitor types. Students examine how mindset, habits, and behavior influence individual performance, team culture, and long-term development in sport and physical activity settings.	<u>Standard: 2.12.4</u> <i>Application of movement concepts, strategies, and performance analysis</i> Students analyze competitor behaviors and performance standards by examining how different competitor types influence effort, consistency, and execution in sport environments. Through reflection and scenario analysis, students evaluate how competitive mindset affects preparation, response to adversity, and performance outcomes in physical activity settings. <u>Standard: 4.12.A</u> <i>Connection between physical activity and emotional, intellectual, and social health</i> Students examine how competitive mindset influences confidence, motivation, emotional control, and relationships in sport environments. Through reflection on personal experiences and role models, students analyze how mindset affects individual success, team dynamics, and emotional well-being during participation in physical activity.	<u>Standard: 2.12.4</u> • Analysis of Crow vs. Eagle story connecting mindset to performance outcomes • Group discussion identifying strengths and weaknesses of each competitor type • Presentation examples linking competitor behaviors to sport performance <u>Standard: 4.12.A</u> • Reflection responses explaining experiences as both “crow” and “eagle” • Discussion connecting competitor mindset to confidence, motivation, and resilience • Ticket-out-the-door reflection identifying role models who influenced competitive mindset

ATHLEADERS:

SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 2	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 19:</u> Lifeboat Experiment (2 Days) <u>Assessment Artifacts</u> Completed Lifeboat Experiment Worksheet (Parts 1–4) Individual and group team-selection charts Written group justification responses for inclusion/exclusion decisions Final group reflection responses (Part 4)	Team-building, decision-making, bias awareness, and leadership responsibility through structured problem-solving. Students analyze stereotypes, evaluate individual strengths and weaknesses, and make strategic team decisions while reflecting on fairness, inclusion, and long-term team success in physical activity and sport-related environments.	<u>Standard: 3.12.C</u> <i>Respect for individual differences in physical activity settings</i> Students examine how assumptions, stereotypes, and bias influence decision-making in team-building situations. Through structured discussion and group collaboration, students analyze the importance of respecting individual differences and evaluate how inclusive decision-making supports trust, cohesion, and effectiveness in team and physical activity settings. <u>Standard: 4.12.C</u> <i>Stress management, coping strategies, and decision-making in physical activity</i> Students examine how pressure, limited resources, and responsibility influence decision-making in team environments. Through reflection and group discussion, students analyze emotional responses to exclusion, accountability, and leadership pressure and identify strategies for making thoughtful, ethical decisions in physical activity settings.	<u>Standard: 3.12.C</u> • Identification of stereotypes in Lifeboat Experiment Part 1 • Group discussion analyzing how assumptions influenced initial selections • Reflection on how respecting individual differences improves team trust <u>Standard: 4.12.C</u> • Reflection responses identifying emotional reactions to exclusion or inclusion • Group discussion analyzing pressure and responsibility in decision-making • Final reflection identifying coping strategies for handling team conflict and stress

ATHLEADERS:

SPORTS LEADERSHIP CURRICULUM

LESSON TITLE: Quarter 2	Primary Focus	ALIGNED PERFORMANCE STANDARDS	LESSON EVIDENCE
<u>Module 20:</u> Confidence (2 Days) <u>Assessment Artifacts</u> Confidence Worksheet – Professional Athletes AthLEADers Confidence Builder worksheet AthLEADers Confidence Builder Resume Partner explanation and peer discussion notes Ticket-out-the-door reflections from Day 1 and Day 2	Confidence development, self-awareness, and intentional skill-building through reflection, research, and application. Students examine how confidence is built, lost, and sustained in athletics and life by analyzing habits, preparation, experience, and mindset in physical activity and performance settings.	<u>Standard: 2.12.7</u> <i>Rules, procedures, roles, and social responsibility in physical activity settings</i> Students analyze how confidence influences long-term participation, persistence, and success in physical activity and athletic pursuits. Through reflection and discussion, students examine how preparation, learning, and experience contribute to confidence that supports continued engagement and quality of life beyond high school. <u>Standard: 4.12.C</u> <i>Stress management, coping strategies, and decision-making in physical activity</i> Students examine how confidence affects responses to pressure, uncertainty, and mistakes in athletic environments. Through discussion and reflection, students analyze strategies used by athletes to manage stress, overcome self-doubt, and maintain confidence during performance and decision-making situations.	<u>Standard: 2.12.7</u> • Reflection identifying areas of confidence and lack of confidence • Discussion connecting preparation and experience to long-term confidence • Analysis of how confidence impacts continued participation in sport <u>Standard: 4.12.C</u> • Discussion of emotional responses to confidence and self-doubt • Reflection on managing pressure when lacking confidence • Ticket-out-the-door rating understanding of confidence development