

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY  
SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: RECREATION LEADERSHIP I & II  
\_\_\_\_\_  
CODE: CCW 209 & CCW 212  
\_\_\_\_\_  
PROGRAM: CHILD AND YOUTH WORKER  
\_\_\_\_\_  
SEMESTER: ONE & TWO  
\_\_\_\_\_ *Spring Term*  
DATE: SEPTEMBER 1988  
\_\_\_\_\_  
AUTHOR: MICHAEL MCFARLING  
\_\_\_\_\_

NEW: \_\_\_\_\_

REVISION:   X  

APPROVED:   *M. Cook*    
Chairperson

DATE:   June 23/88

Recreation Leadership I & II (CCW 209 & CCW 212)  
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### NATURE OF COURSE

Recreation Leadership is designed to familiarize the student with children's play activities and the use of same as a means of achieving identified goals. Play theory will be viewed in a developmental context. Emphasis will be placed on the use of play experiences both programmed and spontaneous, as a therapeutic tool.

### GOALS AND OBJECTIVES

1. To become familiar with theoretical concepts of play.
2. To develop a systematic approach to utilize theoretical concepts in programming children's activities.
3. To develop a technique whereby both structured and spontaneous play will be used in a therapeutic context.
4. To further develop skills in recognizing environmental/developmental needs of children.
5. To obtain practical experience in planning and implementing activity programming.
6. To develop and implement a personal fitness program.
7. To acquire practical experience in activities ie: arts and crafts, gym activities, etc.
8. To develop an awareness of service/cost relationships in program planning.
9. To revitalize one's personal creativity in a relaxed and enjoyable atmosphere.

### LEARNING RESOURCES

1. Provided by the student:
  - a) New Games Book  
New Games Foundation
  - b) Wankelman, W., Wigg, P., A Handbook of Arts & Crafts, 6th Ed.  
Dubuque, Wm. C. Brown, 1961
2. Provided by college:
  - handouts
  - film
  - Learning Resources Centre

## METHODOLOGY

The class will be taught a combination of lectures, films, student presentations and practical experience. Format will vary relative to content presented.

## COURSE REQUIREMENTS

1. To maintain regular attendance - 80% compulsory to pass course.
2. To complete assigned reading and research and be prepared to discuss in class.
3. To participate actively and fully in class activities.
4. To complete a comprehensive behavioural observational report on an individual child at play.
5. To complete a comprehensive behavioural observational report on a group of children at play.
6. To become actively involved in individual and group presentations.

## ASSIGNMENTS

1. Observation Report I (Individual Child)
2. Observation Report II (Group of Children)

Format for both reports is similar in that the focus of play activity, duration and significant actions/interactions are recorded. Report must include personal opinions on play observed.

NOTE: If you intend to observe a group in a daycare. OK: on elementary school property obtain permission from supervisor/principal as the case may be.

\* Review format from Irwin, Bushnell, Observational Strategies for Child Study, New York, Holt Rinehart and Winston, 1980

### 3. Creative Scrounge

Budgetary restraints in Child and Youth Work settings have implications on the number of arts and crafts materials available to children for creative expression. This "lack" of material need not impact significantly on a therapeutic A & C program. The purpose of this assignment is to provide the experience of working with materials readily available in any household, castoff's etc.

The student presenters of the activity are responsible for scrounging the material (enough for all participants) and leading the activity). When doing such with children we would allow for independent creative expression, however we must be prepared with suggestions/demo's for the use of the material. We will follow the more structured format in class presentations.

#### 4. Theme Day Presentations

Variety in activity programming with children is essential. The presentation of a theme day (day geared around a specific idea ie. pioneer day) can bring in many different facets of activities that cover an entire day.

In example cited above planning would include costumes, meals, games, films, etc. with a pioneer theme.

This assignment is to be in written form and specific about the types of programming being carried out during the day.

Presenters will be given ½ hour to present and insure rest of the class has a grasp of the material presented.

\* Submission will be typed. Diagrams done in black ink.

#### 5. Gym Presentations

Actual experience in gymnasium to practice programming and program leadership.

\*NB Proper gym attire essential, lack of attire and resulting prohibition from using the gym will be considered as absence.

#### 6. Arts & Crafts in-class activity

The instructor will teach a number of A & C's. Although the student will not be graded on final product the importance of participation and effort will be a factor in final grading in this area.

NOTE: It is the students responsibility to have a 3 ring binder/duotang paper & coloured pencils etc. to take notes & diagrams of all presented material to complement activity booklets.

#### 7. Seminar Presentation

Students are required to present a small group seminar on a topic, to be announced or one of their choosing (in conjunction with teacher). Presentations are to be no longer than 1½ hours in length.

#### GRADING

Participation	50 points
Observation Report I	5 points
Observation Report II	5 points
Creative Scrounge	15 points
Theme Day	10 points
Gym Presentation	5 points
Seminar	50 points
Test I	30 points
Test II	30 points

\*Note: Student is required to achieve a minimum of 120 points to be successful in CCW 209 and CCW 212.