

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

COURSE OUTLINE

Course Title: RECREATION LEADERSHIP (1 & 2)

Course No.: CCW 209 & CCW 212

Program: CHILD & YOUTH WORKER

Semester: THREE

Date: SEPTEMBER 1991 Previous Date: SEPTEMBER 1990

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New: _____ Revision: X

Approved: Kitty DeRosario Date: May 27/91
Kitty DeRosario, Dean
School of Human Sciences/Teacher Ed.

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NATURE OF COURSE

Recreation Leadership is designed to familiarize students with a wide variety of recreational and play experiences and the use of same in achieving identified goals. Play theory is viewed in a developmental context; emphasis is placed on providing children and adolescents with opportunities for personal growth and development through therapeutic play experiences.

GOALS AND OBJECTIVES

1. Become familiar with theoretical concepts of play
2. Utilize theoretical concepts in planning and implementing activity programming
3. Develop ability to use both structured and spontaneous play experiences in a therapeutic context
4. Develop skills in recognizing and responding to the developmental/environmental needs of children and adolescents
5. Acquire practical experience in arts and crafts, storytelling, dramatic and musical activities, gym activities, etc.
6. Develop awareness of cost/service relationships in program planning
7. Revitalize one's personal creativity in an enjoyable atmosphere

METHODOLOGY

Combination of lectures, films, guest speakers, outings, student presentations and practical experience.

COURSE REQUIREMENTS

1. Maintain regular attendance - 80% compulsory to pass
2. Participate actively in individual and group presentations, activities and class discussion
3. Bring three ring binder or duotang to each class. Paper, colored pencils, scissors and glue stick also required
4. Texts:
 - a) New Games Book, New Games Foundation
 - b) A Handbook of Arts & Crafts, 6th Ed. Wankleman, W., Wigg, P. Dubuque, Wm. C. Brown, 1961

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ASSIGNMENTS

1. **Observation Report**

Student must observe a child or group of children at play and record the following:

Background information, physical setting, focus and function of play, duration, significant actions/interactions, etc.; student's conclusions regarding observations.

2. **Creative Scrounge**

Budgetary restraints in Child and Youth Work settings have implications on the number of arts and crafts materials available. 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 - cast-offs, etc.

The student presenters are responsible for scrounging enough material for all participants and then leading the activity. Students are also responsible for discussion and clean-up following the activity.

A typed description of the activity must be submitted to the instructor on the day of presentation (all diagrams in black ink). Submissions must have "Permission to Copy" and signature affixed so that the instructor can have copies made for each member of the class. Format for submissions as per text.

3. **Theme Day Presentations**

Variety in activity programming with children and adolescents is essential. The presentation of a theme day (a day geared around a specific idea ie. pioneer day) can bring in many different types of activities that cover an entire day. In the above example, planning would include costumes, meals, games, films, etc. with a pioneer theme.

This assignment is to be in written form and specific about the schedule of programming throughout the day.

Presenters will be given 15 minutes to present their material. Demonstrations and examples of planned activities are encouraged (ie. if theme day includes a craft activity, try to provide an example of the completed craft). Again, submissions must be typed, diagrams in black ink, with "Permission to copy" and signature affixed.

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4. **Gym Presentations**

Practical experience in leading gym activities - games, sports etc.

5. **Seminar Presentations**

Students are required to do a group presentation on one of the following topics:

- a) Wilderness Experiences as a Therapeutic Tool
(ie. D.A.R.E.)
- b) Physical Aspects of Play
- c) Play and Cognition
- d) Play and Socialization
- e) Play & Therapy
- f) Play Around the World
- g) The Role of the Recreation Leader
- h) Recreational Activities for Special Needs Populations
- i) Interpreting Children's Art
- j) Bibleotherapy
- k) Puppetry
- l) Creative Drama
- m) Music and Dance in Recreational Programs
- n) The Impact of Technology on Recreation/Leisure
- o) Poetry for children and adolescents
- p) Recreation in Sault Ste. Marie (programs and resources)

Note: Students may use films, guest speakers, etc. to support, but not to replace, oral seminar presentations. Students are encouraged to use audiovisual aids and provide examples of items under discussion (toys, books, puppets, etc.); students are required to arrange for any necessary A.V. equipment.
Minimum length: 1/2 hour per student.

GRADING

Participation	50 points (25 per semester)
Observation Report	10 points
Creative Scrounge	15 points
Theme Day	15 points
Gym Presentation	10 presentation
Seminar	50 points
Tests 1 & 2	50 points (25 per semester)

Note: Students must achieve 120 points minimum to successfully complete this course.

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COLLEGE GRADING SYSTEM

A+ = 90-100%
A = 80- 89%
B = 70- 79%
C = 60- 69%
R = Repeat (Less than 60%)

SPECIAL NOTES

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor. Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.