

HSTE.

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OUTLINE

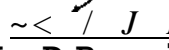
COURSE TITLE: RECREATIONAL LEADERSHIP

CODE NO.: HSC 201 SEMESTER: III

PROGRAM: DEVELOPMENTAL SERVICES WORKER

AUTHOR: ED FINN 759-2554 Ext.554 K2060

DATE: JUNE 1996 PREVIOUS OUTLINE DATED: SEPTEMBER 1995

APPROVED:  / J PALA /L AY /"
K. DeRosario'V Dean, School of
Human Sciences and Teacher
Education

DATE: __ ^ / W ; T / f / ,

TOTAL CREDITS:

PREREQUISITE(S): NONE

LENGTH OF COURSE: 3 HOURS/WEEK FOR 16 WEEKS

TOTAL CREDIT HOURS: 48

I. COURSE DESCRIPTION: This course is designed to develop students' abilities in selecting, implementing and evaluating recreational activities that will meet the specific needs of individuals with various abilities. The student will learn to use recreation as a tool to foster learning in general. Strategies to involve families in the development of leisure skills, and the role of the community in leisure skill acquisition will be explored.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course the student will demonstrate the ability to:

- 1) Explain the role of recreation in the field of developmental disabilities, and learn the skills that will be used throughout the course in developing a recreation curriculum.

Potential Elements of the Performance:

- define the concept of leisure, recreation and leadership
- identify a conscious philosophy of recreation and understand how it is applicable to their duties
- 0 determine what to teach based on the needs of the participant
- describe the importance of leisure education
- analyze existing programs in the leisure domain
- develop a lifelong leisure curriculum
- « describe appropriate activities in the leisure education curriculum
- identify skill level requirements of the leisure education curriculum
- understand the importance of utilizing the parents input in help to understand the client and facilitate client **needs**, skills and choice

- 2) Assess for and Plan appropriate goals and objectives in developing **leisure** activities.

Potential **E**lements of the Performance:

- » identify **potential leisure activities**
- assess **an activity's appropriateness**
- assess **participant interest**
- **assess participant current level** of leisure functioning
- **develop goals and objectives**

RECREATIONAL LEADERSHIP

3. Demonstrate the ability to teach/facilitate skill acquisition.

Potential Elements of the Performance:

- ' teach a participant to recognize free time and activity cues
- * use appropriate warm-up activities
- O shape attending behaviours
 - prepare task analysis related to leisure activities
- # identify various teaching methods
 - » identify safe and dangerous exercise practices
- help participant carry out the steps listed on the task analysis by providing all instructional cues **needed**
- identify **methods of positive reinforcement**
- f **demonstrate an understanding of methods to correct participant errors**
- # use **data collection to support program changes**
- **identify when and how to use skill maintenance techniques**

4. Evaluate and modify leisure activities for participant appropriateness.

Potential Elements of the Performance:

- « **identify, describe and demonstrate ten leisure education activities which include Fitness Classes, Connect Four, Jenga, Magic Mitts, Nintendo, Pinball, Pottery, Remote Control Vehicle, Simon and Target games**
- **discuss the value and appropriate usage of the aforementioned games**
- **design a task analysis sheet for each of the aforementioned games**
- **design modifications when necessary**

5. Investigate and **assess** resources for activities in the areas of sports and games, arts and crafts, music, and outdoor recreation.

Potential **Elements of the Performance:**

Sports and Games

- **lead a wide variety of competitive and cooperative sports and games design modifications in rules and equipment to modify sports and games for special populations**
- O **identify potential hazards and keep participants safe while playing**

Arts and Crafts

- ' • **explain the value of arts and crafts**
- t **describe the role of art therapy**
- O **utilize a variety of materials and techniques to lead art and craft activities**
- **explore a variety of arts and craft projects through discussion and experience, such as painting, printing, papier mache and needle crafts**
- **lead the group in a craft activity**
- **design adaptations for special groups or for individuals with special needs**
- » **consider safety issues and potential dangers in each craft situation**

Music

- access their personal collection of songs, music, finger plays, action songs and singing games
- » make a musical instrument
- * identify the role of music in education

Outdoor Recreation

- identify the **value of outdoor** recreation
- * brainstorm a variety of outdoor activities and special events
- 0 give detailed **descriptions** of equipment, activity plans and safety considerations for an outdoor activity

6. Explain the value of, and strategies for, integrating home, "school/ and community involvement with individual recreation curriculum development.

Potential Elements of the Performance

- **collaborate with parents in selecting learning objectives**
- **arrange the instructional situation and environment schedule opportunities to learn and practice**
- \$ establish a monitoring system**
- t describe the importance of home involvement**
- f outline the components of a leisure home involvement program**
- **include parents in leisure education program evaluation**

III. TOPICS:

1. Leisure as an education curriculum component.
2. Assessing and planning appropriate goals and objectives in leisure activities.
3. Instruction for skill acquisition.
4. The leisure education curriculum.
5. Sports and games.
6. Arts and crafts.
7. Music.
8. Outdoor recreation.
9. Implementation strategies for the classroom.
10. Home and community involvement.
11. Collaboration with parents in selecting learning objectives.
12. Strategies for home involvement in leisure education.

IV. REQUIRED TEXT

"Lifelong Leisure Skills Lifestyle for Persons with Developmental Disabilities", by Schleien, Meyer, Heyne, and Brandt, 1995, Paul H. Brookes Publishing Co., Inc.

V. EVALUATION PROCESS/GRADING SYSTEM:

TESTS	50 ^
ASSIGNMENTS	50%
	100%

A variety of testing approaches may be utilized emphasizing the concept of mastery learning, and assignments will be chosen from journals, self-inventories, book/article/movie reviews, in-class/outdoor/individual projects, peer evaluation activities, presentations...

Additional non-class hours may be necessary for participating in current or special community events relevant to the course.

A final grade will be awarded upon completion of all the course work, in accordance with the grading policy of Sault College:

- A+ = 90 to 100%
- A = 80 to 89%
- B = 70 to 79%
- C = 60 to 69%
- R = less than 60%

VI. SPECIAL NOTES:

Special Needs:

Students with special needs (eg. physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor and to contact the Special Needs Office, Room E1204, 759-2554 Ext.493/717/491, to arrange for support services.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other post-secondary institutions.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor and the program coordinator.

