

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ON

COURSE OJiUJME

COURSE TITLE: RECREATION LEADERSHIP

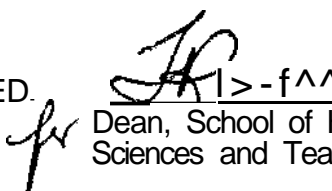
CODE NO.: HSC 201 SEMESTER:

PROGRAM: CHILD AND YOUTH WORKER

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APPROVED.

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Site /

TOTAL CREDITS: 3

PREREQUISITES: NONE

****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

I. COURSE DESCRIPTION

Recreation Leadership is designed to familiarize students with a wide range of recreational activities and the use of same in achieving identified goals for general and/or specific client populations. Emphasis is placed on providing clients with opportunities for personal growth and development through therapeutic recreational experiences.

II. LEARNING OUTCOMES

1. Relationship Building

Utilize recreational activities and experiences to develop and maintain therapeutic relationships which promote growth and development

Potential Elements of the Performance

- * use competent communication skills to promote understanding and trust with client(s) in relation to therapeutic recreational activities
- * assess the recreational strengths and needs of the client, using a holistic view of the client
- * interact in a professional manner as guided by the professional code of ethics, current legislation affecting services, and organizational policies and procedures
- * evaluate recreational interactions and progress with the client and relevant others, on an on-going basis, making adaptations where necessary.

2. Program Planning

Utilize theoretical concepts in planning, implementing and evaluating recreational activities and programs which respect culture and which promote overall well-being and facilitate positive change for children, youths and their families

Potential Elements of the Performance

- * assess, in collaboration with relevant others, the cultural, developmental and social needs of individuals and groups in the context of their current recreational environments
- * plan and implement selected strategies to meet client needs within the context of their current recreational environments.
- * evaluate the results of implemented strategies and make necessary adaptations which facilitate positive change
- * utilize therapeutic recreational environments to maximize learning and growth for children and youth

3. Working in Teams

Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.

Potential Elements of the Performance

- * identify the tasks to be completed
- * establish strategies to accomplish the tasks
- * identify roles for members of the team/group
- * clarify one's own roles and fulfil them in a timely fashion
- * treat other members of the group equitably and fairly
- * contribute one's ideas, opinions and information while demonstrating respect for the contributions of others
- * employ techniques intended to bring about the resolution of any conflicts
- * regularly assess the group's progress and interactions and make adjustments when necessary

4. Communication Skills

Communicate clearly, concisely and correctly in the written, verbal and visual form that fulfills the purpose and meets the needs of the audience

- * plan and organize communications according to the purpose and audiences
- * choose the format appropriate to the purpose
- * incorporate the content that is meaningful and necessary
- * produce material that conforms to the conventions of the chosen format
- * use language and style suited to the audience and purpose
- * ensure that the materials are free from mechanical errors

III. TOPICS TO BE COVERED:

These topics sometimes overlap several skill areas and are not necessarily intended to be explored in isolated learning units or in the order below:

- 1) Program Planning &. Task Analysis
- 2) Arts & Crafts
- 3) Children's Literature & Drama
- 4) Musical Activities/Puppets
- 5) Pet Therapy
- 6) Gym Activities**
- 7) Play Therapy
- 8) Planning Activities for Special Needs Populations
- 9) Therapeutic Camp Activities
- 10) Sports and Games
- 11) Films as a Therapeutic Tool
- 12) Leadership Skills

IV. REQUIRED RESOURCES/TEXTS/MATERIALS

Texts:

1. Burns, Michael, Time In: A Handbook for Child and Youth Care Professionals. Burns Johnston, London, Ontario
2. Maguire, Jack, Hopscotch, Hangman, Hot Potato & HaTaTa: A Rulebook of Children's Games, Simon & Schuster, 1990

Supplies:

Scissors and glue stick to each class; gym clothes and running shoes to each class, binder, paper, pen

V. EVALUATION METHODS:

Students will be graded on the following basis:

1. Therapeutic Camp	25%
2. Creative Scrounge	10%
3. Puppet/Musical Instrument	10%
4. Gym Activity	10%
5. Session Plan	15%
6. Test	10%
7. Participation/Attendance	
. Gym	10%
. Classroom	10%
	100%

Assignments:

1. Creative Scrounge

Budgetary constraints in Child and Youth Work settings have implications on the number of arts and crafts material 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 inexpensive materials, castoffs, etc.

Students 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 (**maximum 2 pages**).

2. Musical Instrument/Puppet

Each student will construct and present a musical instrument or hand-held puppet according to criteria to be provided. Due in October - exact date to be provided.

3. Gym Activities:

In small groups, students will plan and lead a 40-minute gym session.

4. Session Plan:

Each student is required to prepare a detailed session plan as part of an overall program initiative. Details will be provided in class. Due in November - exact date to be provided.

5. Test:

Students will be tested on recreation theory and text material. Date to be announced.

* Assignment Dates:

Specific assignment dates will be in accordance with a schedule to be handed out in class at the beginning of the semester.

6. Therapeutic Camp Assignment Date: September 12/97. (See attached criteria.)

VIII. 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.

THERAPEUTIC CAMP

Date: September 12, 1997
Location: Pancake Bay Provincial Park.
This is an intensive overnight assignment

NATURE of the EXPERIENCE

This two day camp provides an intensive learning experience in which students practice therapeutic skills related to the development, delivery and evaluation of a variety of outdoor activities.

OBJECTIVES OF ASSIGNMENT

1. To be able to select activities for specific goals, circumstances and locations.
2. To recognize own strengths and limitations respective of the environment.
3. To enhance cooperative and team-building skills.
4. To create and maintain stimulating, congenial environment.
5. To further develop planning and implementation skills.
6. To practice outdoor programming and evaluation skills.

Child and Youth Workers are responsible for therapeutic programming with children in a wide variety of situations. It is, therefore, essential that students be prepared to lead such activities as camping, outdoor recreation and water safety.

There are a number of issues and responsibilities that the student needs to be aware of:

1. Students will be actively involved in planning the venture.
2. Students are responsible for acquiring all necessary supplies such as personal items, tents, and cooking utensils.
3. Menu planning, food buying, etc. is done by the students. In order to effectively ensure a "group experience", all initiatives in this activity will be group oriented.
4. There is a phone for **emergency** use. Visitors are not allowed on site. In case of emergency, a message can be relayed to you by contacting Pancake Bay (705) 882-2209; ask for George Jones. We will be at the group camping area.
5. Use of alcohol is not permitted, in accordance with College Policy.
6. Bring guitars, tambourine, etc. if available
7. Therapeutic Camp will **not** be cancelled in the event of wind, rain or snow.

Specific assignments relative to this venture will be presented in the classroom.

Faculty will provide details and direction for this venture in the classroom and on site.

**THERAPEUTIC CAMP
METHOD OF EVALUATION**

Faculty, as a group, will assess the individual performance of each student and will assign a grade accordingly. Criteria for grading will include the following:

1. Planning & supplies acquisition
 2. Participation in all activities
 3. Planning and implementing activities
 - a. Hike/campfire
 - b. Motor activity
 4. Meal preparation
 5. Constructive, critical analysis of course to be submitted in writing to Group Dynamics Instructor
 6. Positive demonstration of group skills
- * Pancake Bay camp site is made available to us without charge. It is imperative that all participants maintain appropriate behaviour with respect to park staff and the environment.
- * CYW participants must be fully prepared and dressed appropriately. Failure to do so will result in dismissal from the course and an automatic repeat.
- * Students not enrolled in "Group Dynamics" will be expected to attend all of the group planning sessions for therapeutic camp which occur in both "Recreation Leadership" and "Group Dynamics" in the weeks preceding the camp experience.

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CHILD AND YOUTH WORKER PROGRAMME

Therapeutic Camping Experience

To: All CYW students participating in "Therapeutic Camp"

From: CYW Faculty

Item: Nature Trail Hike

As you may be aware, there will be a nature trail hike on the camping day. All will participate in this mandatory activity. The hike will be led by faculty.

Having an enjoyable day in the forests of Northern Ontario is only a part of the reason for the hike. Of primary concern to us is the opportunity to gain experience with such an activity from the viewpoint of a group leader. This reason, of course, is in keeping with the theme of the entire weekend.

Toward this end, then, we have a small activity for you. We are informing you ahead of time because some preparation will be required of you. One half of the class will be responsible for this assignment (the other half will do the "campfire" events).

During the hike each student will be required to present to the group a short (2-3 min.) activity. You may present the entire activity if in fact it is short, or a portion of a larger activity to show us the potential. The activity **must** be in keeping with the theme i.e. the out-of-doors, nature, hiking, camping, etc. The activity should be geared to an adult level (we will not be role playing on the hike) but you must be able to show how it could be scaled to an adolescent or child level. Please try to involve the group - simply talking to us, without involvement in some sort of activity will be insufficient.

Your initiative will be tested, as you will not be called upon to present - nor will an opportunity be provided by the instructors. It will be up to you seize the initiative and stop the group at the point where you wish to present. You may present at any time from the start of the hike to the finish. The instructors may intervene if too many activities are bunched together.

Evaluation of this activity will form part of the overall evaluation of the camping weekend.

Please talk to one of the instructors if you wish assistance in planning this activity.

Plan well and bring walking shoes!

Thanks.

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CHILD AND YOUTH WORKER PROGRAM

Therapeutic Camping Experience

Assignment for Grading

Item: Evening activities around the bonfire!

On the camping trip, there will be a variety of evening activities, demonstrating the potential of such experiences to enrich the life of the young person in your care. This, of course, is in keeping with the overall themes of this course.

Many of these activities will be demonstrated and interpreted by the instructors, with input from the students. Some will occur after dark, i.e. "around the bonfire", just as one would find on any well organized camping trip with youth.

As well as the instructors demonstrating activities, students will have the opportunity to show their creative mettle in such a situation.

Your assignment here is to prepare, deliver, and discuss the merits of one "evening activity around the bonfire". You will have up to five minutes for the entire assignment. There needs to be evidence of preparation, but not over-preparation (i.e. do not use too many materials.) The activity itself must be demonstrated and must involve, somehow, the entire group (directly or indirectly). The discussion must include your explanation of how the activity could be used with various ages of youth, and the merits of the activity. Safety issues must be attended to and pointed out to the group. In short, you are to teach the group the activity, and to be certain that we fully understand it.

Please speak with the instructors in advance if you think you will need more than 5 minutes.

You might be wise to prepare a backup activity in case of inclement weather. Also, note that no duplications will be permitted, so be fully prepared.

Activities involving cooking will not be accepted for this assignment.

You will receive no advance notice as to when your turn comes up - you will be expected to be prepared to be called upon in random order.

Plan well and bring warm clothes!

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CHILD AND YOUTH WORKER PROGRAMME
Therapeutic Camping Experience
GRADING SHEET FOR GROUP LEADERSHIP ACTIVITIES

Name of Student: _____

Name of Activity: _____

POOR AVERAGE EXCEPTIONAL

Preparation/ choice relevance	1 2	3 _____
Introduction	1 2	3
Carrying out	1 2	3
Troubleshooting	1 2	3
Conclusion	1 2	3