
Course Name

Code No.

I. COURSE DESCRIPTION:

This course will be delivered under the philosophy that recreation makes a critical contribution to the family's level of wellness. Students will be introduced to the theory of play and play facilitation and how to put this information into practice. Through participation in a variety of recreation activities, as both an organizer/facilitator and as a "client", students develop their leadership qualities and skills, as well as their ability to evaluate recreation activities.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

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

1. Evaluate and implement program designs based on community needs which respect the theory of play and play environments.

Potential Elements of the Performance:

- Theory of play, defining play
- Understanding developmental aspects of play
- Games as a developmental tool
- Understanding the play environment, play grounds, nature walks and day hikes

2. Develop and demonstrate qualities of an effective recreation leader/facilitator.

Potential Elements of the Performance:

- Understanding leadership styles
- Leadership qualities
- Developing leaders in children's groups
- Understanding negative leading

3. Organize and lead a successful recreational activity for a group of people, taking into consideration age-appropriateness and special needs

Potential Elements of the Performance:

- Developing rapport and relationships in group settings
- Personal awareness, self-esteem, touch, communication and physical boundaries

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- Understanding and identifying the preferred modality to develop rapport
 - Programming for developmental needs
4. Develop a Recreational Activities File for use as future reference when working in the field.

Potential Elements of the Performance:

- Sequencing of activities
 - Program design
 - Competition verses non-Competition
 - Create and document personal recreations file
5. Evaluate a recreation activity and give constructive feedback.

Potential Elements of the Performance:

- Program evaluations
- Group members input
- Personal observation
- Understanding the completion of goals and objectives of a completed program
- Evaluation process

III. TOPICS:

1. Understanding Play
2. Play Environment
3. Program Design
4. The Group
5. Leadership
6. Rapport and Relationships
7. Recreation Programming and Facilitation
8. Client Observation/Therapeutic Feedback

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

None

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Code No.**V. EVALUATION PROCESS/GRADING SYSTEM:**

Your grade will be determined by the following:

Test #1 (covers topics 1,2, and 3)	15%
Test #2 (covers topics 4,5, and 6)	15%
Leadership Experience #1 and Written Report	15%
Leadership Experience #2 and Written Report	25%
Written Assignment – Recreation Activities File	15%
Program Design Report	10%
Peer Evaluations	5%
TOTAL	100%

Evaluation Descriptions

Tests **30%**

These will be in-class tests. Formats will be explained by the instructor.

Leadership Experience #1 and Written Report **15%**

Students are required to create and lead a short (5 to 10 minutes maximum) icebreaker activity for the class. They are also required to type up a complete description of the activity so students can put a copy in their "Recreation Activities File" for future reference.

Leadership Experience #2 and Written Report **25%**

Students are required to plan and lead a formal recreation activity (approximately 30 minutes in length) for the class, which enhances at least one of the many dimensions of wellness. They are also required to submit a complete, typed report on the planning and leadership aspects of their activity. As well they are required to create a one-page summary of the organizational steps for running their activity so students can put this in their "Recreation Activities File" for future reference.

Written Assignment – Recreation Activities File **15%**

Students are required to collect and submit 15 examples of Ice Breaker activities provided by their classmates, 10 examples of recreational activities provided by their classmates and 5 additional examples of recreational activities developed independently or researched in recreational resources. All material submitted must be typed and

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Organized in a professional 3 ring file folder. Each activity must be described in a one page summary outlining the organizational steps for planning and leading such an activity.

Program Design Report

10%

Students will build on in-class and text information through additional research to produce a 3-5 page double-spaced typewritten report on Program Design relating to a specific age or special needs group. Specifics on format and content to be given in class

Peer Evaluation

5%

Students are required to attend all recreational activities lead by their peers and to evaluate each activity thoroughly. A participant feedback sheet will be provided for each activity and must be submitted to your instructor within seven days of the actual activity. A total of fifteen feedback sheets must be completed to receive full marks on this assignment.

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	
X	A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see <i>Policies & Procedures Manual – Deferred Grades and Make-up</i>).	
NR	Grade not reported to Registrar's office. This is used to facilitate transcript	

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preparation when, for extenuating circumstances, it has been impossible for the faculty member to report grades.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

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 postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course, as may be decided by the professor. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advanced credit in the course should consult the instructor. Credit for prior learning will be given upon successful completion of the following:

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VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.