

I. COURSE DESCRIPTION:

Recreation Leadership is designed to familiarize students with a wide range of therapeutic 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 AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist, will demonstrate the basic ability to:

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) relative to therapeutic recreational activities.
- examine the recreational strengths and needs of the client from a holistic perspective.
- interact in a professional manner as guided by the professional code of ethics, current legislation affecting services, and organizational policies and procedures.
- examine 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, overall well-being and facilitate positive change for children, youth and their families.

Potential Elements of the Performance

- determine, 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.
- examine 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 goal attainment. Students will be expected to demonstrate an ability and willingness to consider the viewpoints of others and demonstrate professionalism during all class activities, discussions and written assignments.

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 fulfill them.
- contribute one's ideas, opinions, and information while demonstrating respect for the contributions of others.
- employ techniques leading to conflict resolution.
- examine 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 the needs of the audience.

Potential Elements of the Performance

- plan and organize communications according to the purpose and audience.
- included 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:

1. Therapeutic Program Planning
2. Arts & Crafts
3. Children's Literature & Drama
4. Gym Activities
5. Therapeutic Play
6. Planning Activities for Special Needs Populations
7. Sports and Games
8. Leadership Skills

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:**Text:**

Burns, M.(1993). *Time in: A handbook for child and youth care professionals*. London, ON: Burns/Johnson.

Supplies:

Scissors and glue stick, binder, paper, pen and coloured markers. Gym shoes are **essential**. You will be denied access to the gym without them and will be deemed absent. Punctuality is essential.

V. EVALUATION PROCESS/GRADING SYSTEM:

Students will be graded on the following basis:

1. Attendance	10%
2. Skill Development and Participation	30%
3. Session Plan	20%
4. Research Paper (Children's Literature)	10%
5. Test 1	15%
6. Test 2	15%
	100%

ASSIGNMENTS:

Refer to the description and grading criteria for each of the course requirements distributed under separate cover. All assignments need to be completed in type written format and will not be accepted otherwise. Late assignments will lose one mark per day. It is the student's responsibility to inform the professor of any issue that may interfere with their ability to complete assignments or write tests on time.

Students will not be permitted to write tests and/or complete assignments if they have not communicated with the professor before the due date of the assignment or the day of the test.

*All evaluation criteria is available on LMS for this course

1. Attendance: (10%)

Attendance is calculated weekly with one mark per hour attended up to 3 hrs. per class. This will translate into a mark out of 45 hours. Your attendance mark represents 10% of your overall attendance mark.

2. Skill Development and Participation (30%)

Students will lead two skill development activities throughout the semester. The skill development activities are outlined below:

a. 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 Arts & Crafts program. The purpose of this assignment is to provide the experience of working with inexpensive and cast-off materials.

Note: Students may choose to purchase some materials for this assignment. This is not required, often unnecessary and in any event is to be limited to approx. \$5.00 maximum regardless of which the activity they choose.

Individually, students will lead a 30 minute art session 'scrounging' enough material for a portion of the class participants (approximately 6 or 7 students) to complete one art project/activity. Student will also submit a written self-evaluation **within 24 hours** of leading the activity. An outline for the self-evaluation will be provided in class.

b. Gym Activity:

In pairs, students will lead a **30-minute** gym session based on this activity. The emphasis is on gross motor activities. The student must identify the therapeutic value of both the content and process of the activity as part of their introduction of the activity to the group. The student will also submit a written self-evaluation **within 24 hours** of conducting the activity.

The participation portion of the students' evaluation will reflect their ability to participate in and provide feedback on activities lead by their peers. As a participant, students will be graded on their willingness to participate, their participation in the group itself and their ability to support the learning experience of their peers. Students will be expected to hand in four feedback sheet providing comments related to two arts sessions and two gym sessions. The student's responses on the feedback sheets will provide the instructor with an assessment of the knowledge acquired through participation, feedback and discussions related to leading recreations sessions. A final mark will be given to reflect the student's comprehension and skill acquisition related to this type of approach to working with children and youth.

Students will need to attend class in order to participate in these practice sessions and gain the valuable learning experience of being a member of these sessions. Due to the nature of these exercises, students cannot be evaluated if they are absent.

3. Session Plan:

Each student will prepare a detailed session plan as part of an overall program initiative. Details will be provided in class. See evaluation format for specific detail. The due date for this assignment will be determined in class.

4. Research Paper: Children's Literature

Students will be required to write a 2-3 page research paper related to Children's Literature. This paper must be written in APA format with the appropriate in-text citations and references. Grammar and spelling will be evaluated. Details will be given in class. The due date for this assignment will be determined in class.

5. Tests

Students will complete two tests based on course material, class discussion and gym, art and literature activities. Dates will be determined in class.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

NOTE: Mid Term grades are provided in theory classes and clinical/field placement experiences. Students are notified that the midterm grade is an interim grade and is subject to change.

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

Students may not be allowed to enter the classroom once the class has begun depending on the focus of that session. Students may be asked to wait until the break to enter the classroom however the final decision rests with the professor.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

CICE Modifications:**Preparation and Participation**

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.***The Learning Specialist may:***

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.